

Unit 1 : A day in the life...

Period 4:

Lesson 3 :Listening

Pre-date:

I. Objectives:

- * **Aims:** By the end of the lesson, Ss will be able to listen to one's daily activities for general or specific information
- * New words: Words related to traffic activities
- * **Skills:** - Listening and numbering pictures
- Listening and deciding on True or False statements

II. Method: Intergrated, mainly communicative

III. Teaching aids: Student's book, pictures showing a cyclo driver's activities, tape and cassette player

IV. Procedure:

<i>Stage/time</i>	<i>Teacher's activities</i>	<i>Students' activities</i>
<u>Warm-up</u> 5'	Jumbled words - Ask students to close the books - Give Jumbled words: C C L O Y, R I E D V, N S S E G E R P A, D O F O S A L L T - Ask students to arrange those letters in right orders - Check some students and mark - Give some statements: <i>He has a cyclo</i> <i>He drives passenger everyday</i> <i>He usually has meal at a foodstall</i> - Give question: <i>Who is he?</i> - If you want to know more details about daily activities of a cyclo driver, we will go to Unit 1- part Listening	- Close the books - Listen to the teacher - Work in groups Key:cyclo-driver-passenger-foodstall - Listen to the teacher and answer the question: <i>He is a cyclo driver</i> - Listen to the teacher and open textbooks
<u>Pre-listening</u> 7'	Questions and answers - Ask students to look at the part: Before listening - Let them work in pairs and make questions - Walk round, listen and help students	- Look at the books - Listen to the teacher - Work in pairs <i>A: Have you ever travelled by cyclo?</i> <i>B: Yes, I have</i> <i>A: When was it?</i> <i>B: Last summer</i>

Lesson Plans : English 10

<u>While-listening</u> 20'	- Read loudly the words: district; routine; office; drop; passenger; ride pedal; purchases park footstall - Ask students to repeat loudly the words - Listen and check pronunciation <u>Task 1 Numbering the pictures</u> - Ask students to look at the pictures about some activities of Mr Lam, a cyclo driver - Let them describe the pictures - Read loudly or turn on the tape script three times - Ask students to number the pictures - Help them if necessary <u>Task 2 T/F statements</u> - Ask students to look through the sentences in task 2 - Ask students to listen to the tape script again and decide whether the statements are T or F - Ask students to give reasons for their answers <u>Questions and answers</u> - Ask students to open the books - Ask them to ask and answer questions about Mr Lam's activities, using the cues below - Let them work in pairs	<i>A: Is it interesting to travel by cyclo?</i> <i>B: Yes, it is</i> - Repeat loudly the words and try to remember them
<u>After-listening</u> 10'	- Keep book open - Look at the pictures in task 1 - Describe the pictures - Listen to the tape script and number the pictures Key: a.3, b.5, c.4, d.6, e.1, f.2	- Keep book open and listen to the teacher - Read the sentences in task 2 and try to understand them - Listen to the tape script again and decide the statements that are T or F then explain them Key: 1.F- 2.T- 3.F- 4.F- 5.F- 6.F
<u>Homework</u> 3'	- Ask students to open the books - Ask them to ask and answer questions about Mr Lam's activities, using the cues below - Let them work in pairs - Walk round and help students - Ask some students to stand up and retell Mr Lam's story to the class - Listen and correct mistakes - Ask students to write a story about Mr Lam - Prepare Part- Writing at home	- Open the books - Ask and answer about Mr Lam <i>A: What's his name?</i> <i>B: His name is Lam</i> <i>A: What's his job?</i> <i>B: He's a cyclo driver</i> - The students who are called stand up and retell Mr Lam's story to the class: <i>Mr Lam is a cyclo driver in HCM city. He usually has a busy working day. He gets up at 5.30.</i>

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Unit 1 : A day in the life of...

Period 5: Lesson 4 :Writing

I. Objectives:

- *Aims: By the end of the lesson, Ss will be able to write a narrative by using given prompts
- * Language: The simple past of verbs and the connectors often used in a narrative
- * New words: Words related to problems on a flight or a fire
- * **Skills:** Writing a narrative

II. Method: Intergrated, mainly communicative

III. Teaching aids: Student's book, notebook, some pictures showing flying accidents of hotel fires

IV. Procedure:

Stage/time	Teacher's activities	Students' activities	
Warm-up 5'	Questions and answers - Ask students to keep book close - Ask students some following questions: <i>1. Have you ever heard a frightening</i>	- Keep book close - Listen to the teacher and answer the questions <i>1. Yes, I have</i> <i>2. It happened when I was young</i>	

Lesson Plans : English 10

Pre-writing 10'	story? 2. When and where did it happen? 3. How did you feel? - Check and explain them to the class: There are a lot of accidents in our lives, to understand them we learn part Writing Tak1: Finding verbs - Ask student to read the narrative in task 1 - Explain some new words - Ask students to look through the passage again and find all the verbs that are used in the past simple and the connectors (time expression)	- <i>It happened in my neighborhood</i> - <i>It made me frightened</i> - Listen to the teacher and open the books - Read the narrative - Ask the teacher if necessary - Look through the passage again and find all the verbs that used in the past simple and the connectors - Work in groups Key: stared; was; arrived; got; took off; began; thought; were told; seemed; realised; were; screamed; thought; felt; announced; was; were; landed; was; at first; then; just then; a few minutes later; one hour later
While-writing 18'	- Let them work in groups - Walk around, check and help students - Explain to students to use the simple past to rewrite a story Task 2 Identifying the events, climax, conclusion - Ask students to do task 2 - Let them work in groups - Go round, check and help students	- Do task 2 in groups Student A: identify the events: got on plane; plane took off; hostesses were just beginning to serve lunch when plane began to shake; plane seemed to clip; people screamed in panic Student B: identify the climax: we thought we had only minutes to live Student C: identify the conclusion of the story: everything was all right, we landed safely - Listen to the teacher - Use the prompts to build up a narrative about a hotel fire (work individually) - Listen to the teacher - Finish the narrative
Post-writing 10'	Task 3 Building up a narrative - Ask students to keep book open - Ask them to use the prompts to build up a narrative about a hotel fire - Let students work individually - Walk round and help students Correction - Give suggestions and corrections	- Read a narrative of one classmate - Some students read loudly their products in front of the class

Lesson Plans : English 10

<u>Homework 2'</u>	- Ask students to read another's narrative - Ask some students to read loudly their narratives - Correct mistakes and mark - Do part writing of Unit 1 in the student's work book and prepare part Language Focus		
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Unit 1 : A day in the life of...

Period 6:

Lesson 5 :Language Focus

I. Objectives:

*Aims: By the end of the lesson, Ss will be able to:

- pronounce exactly and fluently the sounds / ▪ / & / ▪ : / in words and in sentences.
use the simple present tense, the simple past and adverbs of frequency in speaking and writing

* **Skills:** Writing a passage about someone's hobby

II. Method: Intergrated, mainly communicative

III. Teaching aids: Student's book, pictures showing some activities (fishing, reading, going on a boat...)

IV. Procedure:

Stage/time	Teacher's activities	Students' activities
Warm-up 5'	Completing the sentence - Ask students to keep book close - Give the picture that has a sheep on the ship - Ask students to complete the sentence: <i>I see a ... on the ...</i> - Ask students to speak the sentence loudly - Let students to get their attention on pronunciation : /I/ - /i:/ - Introduce new lesson	- Keep book close - Listen to the teacher - Look at the picture and complete the sentence: <i>I see a sheep on a ship</i>
Pronunciation 8'	- Ask students to look at their books then introduce to them *Listen and repeat : - Read loudly then ask students to repeat - Introduce : /I/ - /i:/ - Correct pronunciation for the students	- Open the books - Look at : Listen and Repeat - Repeat the words in chorus then individual - Look at Practise the sentences - Listen to the teacher then

Lesson Plans : English 10

<u>Grammar and vocabulary</u> 4'	* <u>Practise these sentences</u> - Read the sentences loudly - Ask students to repeat - Correct pronunciation for students	repeat in chorus then individual
8'	- Introduce exercises to the students - Let students get their attention to focus on present simple, past simple and adverbs of frequency <u>Exercise 1:</u> - Ask students to do Exercise 1 - Introduce how to do it - Let them work in pairs - Walk round, check and give mark	-Listen to the teacher and do exercise 1 Key: 1.is – 2.fish – 3.worry – 4.are – 5.catch – 6.am – 7.catch – 8.go – 9.give up – 10.says – 11. realize – 12.am
8'	<u>Exercise 2</u> - Introduce Exercise 2 to students and explain how to do it - Ask students to do it - Let them work individually - Check, correct mistakes	-Listen to the teacher and do exercise 2 Eg: He usually gets up early She is never late for school
10' <u>Homework</u> k 2'	<u>Exercise 3:</u> - Introduce Exercise 3 to students and explain how to do it - Ask students to do it - Let them work individually - Walk round and help them - Check, correct mistakes , give reasons and mark Do Part Language Focus and prepare part Reading of Unit 2 at home	-Listen to the teacher and do exercise 3 Key: 1.was done-2.cooked- 3.were 4.smelt-5.told- 6.sang- 7.began- 8.felt-9.putout- 10.crept-11.slept- 12.woke- 13.was- 14.leapt-15.hurried- 16.found-17.wound- 18.flowed

Unit 2: School talks

Period 7

Lesson 1: Reading

I. Objectives:

* Aims: By the end of the lesson, Ss will be able to read a passage of 240 – 270 words for general or specific information

* New words: Words related to school

* **Skills:** Reading for gist and for specific information

II. Method: Intergrated, mainly communicative

III. Teaching aids: Real objects, pictures, English textbook 10, hand-outs

IV. Procedures:

<i>Stage/time</i>	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Warm-up</u> 4'	Answering the questions - Hang the picture of two people who are talking at school on the blackboard and ask some questions: <i>a. What are they talking about?</i>	- Look at the picture - Answer the questions <i>a. They are talking about their school</i> <i>b. Yes, I do.</i>	

Pre-reading 7' While-reading 20'	b. Do you often tell about your school? c. What do you tell about? - Each of us always pride on our school. There are many things about school that we want to say. Today, we'll study a new lesson Unit 2- school talks - Firstly, I have an exercise for you a. Put the four most suitable places from the box under each heading headmaster; history; geography; Teachers Headmaster Headmistress Principal Students Classmate Friends Close - friends Friendship Subjects Geography Chemistry English Sports Football Jogging Problems at school Live far from school Students cheat in exams - Let students sit in pairs or in groups and put the four most suitable places from the box under each heading - Give suggestions - Walk round the class and offers ideas and comments when students need help - Conduct the correction and give the meaning of some words - Make the class read the small talks, to scan the details and do the tasks Task 1 : Fill each blank with one of the words in the box below. There are more words than needed 1. Young children ... helping with household tasks. 2. We were stuck in heavy ... for more than an hour 3. I think you don't have to ... about your weight.	c. I often tell about my teacher, my friends, work and study and many outdoor activities at school School Key: 1. enjoy 2. traffic 3. worry 4. crowded 5. language
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Post-reading 12'	4. I was two weeks before Christmas and the mall was ... with shoppers. 5. If two people speak the same ... ,they usually have similar attitudes and opinions. - Firstly, ask students to study individually then in pairs - Walks around the class, offer ideas and comments when students need help - Give suggestions Task 2 Finding out who - Work in pairs, read the small talks again and find out who: * enjoys teaching * has to get up early * lives far from school * loves working with children * loves learning English * rides a bike to school everyday * studies at a high school * teaches English at high school * worries about someone else's safety - Introduce the aim of Task 2 - Ask students to read the small talks again to find the suitable names - Ask students to work individually then work in pairs - Walk round the class and comments when students need Task 3 : Answering the following questions 1/. Where does Phong study? 2/. What subjects does he study? 3/. Why does he want to learn English? 4/. What does Miss Phuong say about her teaching profession? 5/. Why does Mr Ha worry about his son's safety? - Ask students to read all questions to	- Do the tasks - Do the tasks - Give answers * Miss Phuong * Phong * Phong * Miss Phuong * Phong * Phong * Phong * Miss Phuong * Mr Ha Key: 1/. He studies at Chu Van An High school 2/. He studies many subjects such as maths, physics, chemistry and 3/. Because it is an international language 4/. She says that teaching is hard work, but she enjoys it because he loves working with children 5/. Because his son has to ride his bike in narrow and crowded streets to get to school - Read all questions - Read the small talks again to scan information - Work in pairs - Give answers - Work in groups
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Lesson Plans : English 10

Homework k 2'	understand the content - Ask students to read the small talks again to answer the questions - Ask students to work with a partner - Walks around the class to help students whenever they need - Let students work in groups to talk about: 1. What subjects you like best and why? 2. What do you like or dislike doing at school? 3. What do you worry about at school? - Has students work in groups and answer the questions - Walk around the class, listen to student's discussions and offer suggestions when necessary - Give comments - Ask students to tell the content of the small talks - Ask to tell themselves Exercise 1, 2 at page 4 and 5 (English exercise book)	Key: 1. I like English best because it is an important means of international communication - I like learning Math, Chemistry or Vietnamese Literature because it's useful, interesting 2. – doing a lot of homework - taking part in social activities - talking with my parents 3. I worry that many students cheat in exams/ live far from school/ difficulty in speaking English - Have discussion then present ideas in front of the class - Present the content of the small talks again - Introduce themselves
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Unit 2: School talks

Period 8

Lesson 2: speaking

I. Objectives:

- *Aims: By the end of the lesson, Ss will be able to make small talks in daily situations
- *Language: Students use sentences, words, phrases and expressions for making a conversation
- * **Skills:** Fluency in expressing opinion and expressions for making a conversation

II. Method: Integrated, mainly communicative

III. Teaching aids: Pictures, English textbook 10, hand-outs

IV. Procedures:

<i>Stage/time</i>	<i>Teacher's activities</i>	<i>Student's activities</i>	
<u>Warm-up</u> 6'	Completing the conversation - Give a situation and write a short conversation on the board	- Listen to the teacher	

Pre-reading 8'	<i>Situation:</i> suppose that you meet a friend at the supermarket, you are very busy. How will you say to open and end the conversation? - Give a short conversation: A: (1) B: Hi, Lan. How are you? A: I'm fine. Thanks. And you? B: I'm fine. Let's go somewhere for a drink A: Sorry, (2) - Ok, that's a short conversation between A and B (1) & (2) are two ways to start and close a conversation Today, we will practice speaking conversation having starting and closing sentences Raising the questions 1. What do you think about "greeting"? 2. How many kinds of "greeting"? 3. How can you say when you meet teacher in the morning? 4. How can you say when you meet your friend in the morning? 5. How can you say to your teacher when your school finishes? Task 1: These expressions are commonly used when people are chatting. Place them under the appropriate heading then practise with a partner - Give instruction - Introduce some expressions that we can use to start and close a conversation - Ask student to place the expressions under the appropriate heading - Ask student to work individually	- Copy the conversation and complete the conversation with suitable words (1) Hi/ Hello (2) I'm very busy now. Perhaps another time Answers 1. It is important 2. There are 2. They are:- People who use greetings when they meet to each other - People use greetings when they say goodbye to each other 3. Good morning 4. Good morning/ Hi/ Hello 5. Goodbye/ Byebye/ See you again - Do the task - Give answers: * Starting a conversation: - good morning - How's everything at school? - Hello. How are you? - Hello, what are you doing? - Hi, how is school? * Closing the conversation: - Sorry. I've to go. Talk to you later - Well. It's been nice talking to
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Lesson Plans : English 10

<u>While-speaking</u> 20'	then work in groups - Give suggestions Task 2: Rearrange the following sentences to make a conversation and then practise it with a partner - Ask students to rearrange the sentences to make a conversation - Ask students to work individually then in pairs - Walk around the class to help student when necessary - Check and give suggestions - Ask student to practise it with a partner - Corrects students' pronunciation if necessary Task 3: Complete the following conversation with suitable words, phrases or sentences in the box and then practise it with a partner - Ask students to complete the conversation with suitable words - Ask students to read all words in the box - Give the meaning of some words when necessary - Ask students to work individually then work in pairs - Walk around the class to help students when necessary - Check and give suggestions - Ask students to practise this conversation - Correct their pronunciation when necessary Task 4: Make small talks on the following topics, using the starting and ending of a conversation - Divide the class into 4 groups	you - Goodbye. See you later - Great. I'll see you tomorrow. Catch up with you later - Do the task - Give answers: D- E- B- H- F- C-G - Practise with partners Do task 3 - Work in pairs - Give answers: A: What's the matter with you? B: Awful/ a headache A: You'd better go home and have a rest - Do task 4 - Work in groups - Practise the conversation Answer: A: Hi, Minh. How was your trip to Da Lat? B: Hi, Huy. It was wonderful
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Lesson Plans : English 10

<u>Post-reading</u> 10' Homework k 1'	- Ask each group to discuss one topic and make a small conversation - Walk around the class and help all students when necessary - Ask students to present the conversations - Give comments - Ask students to practise all conversations again 1,2,3 at the page 8 and 9 (English exercises book)	A: What was the weather like in Da Lat? B: It was cool. A: Really? I love it, too. * Plans for the next weekend: A: Hello, Nga. B: Hi, Lan. A: Are you free on Friday? Would you like to go to the cinema next weekend? B: Thanks. But I have a plan to go out with Lan. A: Oh, bye B: Bye - Practise all the conversation again
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Unit 2: School talks

Period 9

Lesson 3: Listening

I. Objectives:

* Aims: By the end of the lesson, Ss will be able to listen to short conversations for general or specific information

- New words: Words related to school, class talks

3. **Skills:** Listening for gist and for specific information

II. Method: Integrated, mainly communicative

III. Teaching aid: Pictures showing every kinds of activities to talk about

IV. Procedures:

<i>Stage/time</i>	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Warm-up</u> 4'	Questions and answers - Ask some questions about their activities at school, at home or other outdoor activities <i>1. What do you often do after the class at school?</i> <i>2. Have your school got an English club?</i> <i>3. Do you enjoy speaking English?</i> - Let students match a question in A	- Listen and answer - Work in pairs and each pair works in role	

Lesson Plans : English 10

<u>Pre-listening</u> 6' <u>While-listening</u> 24' <u>After-listening</u> 10'	with a response in B - Listen and give mark - Let students redo the matching exercise in pairs - Go around and remark <u>Task 1: Matching</u> - Ask students to listen to four conversations and match them with pictures - Let students observe the pictures and make some questions - Listen to each pair - Let students listen to four dialogues and match four pictures given - Let students listen for three time <u>Task 2: Answering the questions</u> - Ask students to listen again and answer the questions - Let students read the questions first and quickly- work in pairs - Let students listen again 3 times and ask them to discuss in groups to answer the questions - Listen to each group and remark <u>Task 3: Gap-filling</u> - Ask students to listen to the fourth conversation again and fill the missing words - Listen and correct if necessary	A: What subjects are you taking this semester? B: I'm taking Maths - Each pair: one asks and other answers the questions - Work in pairs A: What can you see in the picture a? B: I can see some people standing in front of the hotel A: What are they talking about? B: They're talking about their room, hotel etc. - Work with picture a,b,c,d - Listen to the dialogues and then work in groups - After three times of listening, each group gives their answers - Read quickly and discuss in pairs or groups to find the answers which can be listened before - Can guess what will be heard again - Work in groups and practise answering in roles A: What subject is Lan taking this semester? B: She is taking English A: Whose class is Lan in? B: She's in Miss Lan Phuong's class. A: Where is... - Listen to the fourth conversation again (1-2 times) - Discuss words from conversation - Practise speaking
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Lesson Plans : English 10

Homework 2'	Making a conversation - Have students sit in groups and prepare the conversation or a paragraph about their activities at school, summer holiday, party etc. - Listen and remark - Ask students to write about 100- 150 words what they have experienced or have done to solve their problems in studying and life	A: Hoa, how do you like <u>it here</u>? B: It's <u>very nice</u>. The hotel is <u>big</u> and my room is <u>comfortable</u> A: Are you <u>travelling</u> with...? - Work in groups - Group 1: tell about difficulties in learning English - Group 2: go swimming on summer holiday - Other groups listen and write down some information and then repeat - Listen and copy in their notebooks	
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Unit 2: School talks

Period 10

Lesson 4: writing

I. Objectives:

* Aims: By the end of the lesson, Ss will be able to write or fill in a form.

* **New words** Words related to forms.

* **Skills:** Filling in a form

II. Method: Intergraded, mainly communicative

III. Teaching aids: Some models of form, real information in life

IV. Procedures:

<i>Stage/time</i>	<i>Teacher's activities</i>	<i>Students' activities</i>
<u>Warm-up</u> 4'	Answering the questions - Show and give some kinds of form and let students practise answering the questions: 1. <i>Have you ever seen a form?</i> 2. <i>Have you filled/ used a form?</i> 3. <i>When did you use it?</i>	- Observe and work in pairs to answer - The answers can be various
<u>Pre-writing</u> 10'	<u>Task 1</u> Answering the questions - Let students go on asking some questions as in warm-up 1. What are they? 2. When do you have to fill in a form? 3. What sort of information do you often have to provide when you fill in a form? - Listen and explain some new words if they do not know - Occupation=job, career - Marital status=a person who gets married or not	- Continue working in pairs 1. They are forms 2. Apply for jobs - Opening accounts - Sending or receiving money at the post-office or bank - Attending to a club etc. 3. First name, surname, address, age, occupation, marital status etc. - Each pair ask and answer - Listen and write down
<u>While-writing</u> 20'	<u>Task 2</u> Matching - Explain what information to make a form	- Listen to the teacher - Read quickly themselves

Lesson Plans : English 10

Post-writing 10' Homework 2'	- Ask for information - Let students read quickly the column A and B - Ask students to match individually then compare in pairs, groups - Let each pair ask in A and answer in B - Go around, listen to some pairs after that remark Task 3 Practicing to fill in the form - Ask students to do certain things - It means we use short information but it's real - Ask students to read the model of form first - Explain some new words: + delete (v): unnecessary to use or write out + male: for man + female: for woman - Let students write on the board or in the papers - Go around and remark Task 4 Filling in the form - Ask students to fill some information in a form - Ask 2 or 3 students who may be good at English to write on the board - Let students change their forms and practice speaking about the person they've written - Listen and remark - Let students work in group to write a form about someone and	- Do matching 1-d 2-f 3-e 4-g 5-b 6-c 7-a - Work in roles: B: What's your first name? A: My first name is Trong B: What's your surname? A: My surname is Pham B: - Some pairs practise with words they've matched and ask about themselves - Listen and write down - Read the form quickly and find some new words if it has - Listen and repeat, then write down in notebooks - Write information in the form - Check among groups - Fill in a form themselves - Other students discuss and compare with their forms to find mistakes if they have made and correct themselves - Change among groups - Some students read aloud the form of someone - Listen and check themselves - Work in groups and write a form - One student of one group reads aloud a form - Discuss and correct mistakes themselves
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Lesson Plans : English 10

	other groups - Read and write a short paragraph - Listen and remark - Do the writing part, Unit 2, workbook	- Listen and copy	
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Unit 2: School talks

Period 11

Lesson 5: language focus

I. Objectives:

I. *Aim: By the end of the lesson, Ss will be able to:

- pronounce exactly and fluently the sounds /ʌ - /a/ in words and in sentences.
- Using wh-questions and Gerund and To-infinitive correctly

II. Method: Intergrated, mainly communicative

III. Teaching aids:

- Words has syllables: /ʌ - /a/
- Use of Gerund or infinitive

IV. Procedures:

<i>Stage/time</i>	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Warm-up</u> 4'	Reading - Let students read some words on the board: + but + love + lunch + are + dark	- Read aloud	

<u>Pronunciation</u>	+ far -How do we pronounce these words? - Read again these words and lead to the lesson - Today, we will pronounce two syllables /ʌ - /a/ a. Giving some rules of sounds: /ʌ - /a/ - /ʌ/ can stand at the beginning or between of a word Ex: <u>u</u>s; <u>u</u>nder; <u>m</u>ust; <u>c</u>ome - Help students how to spell correctly by reading first as model - /a:/ can stand at the beginning or between of a word (hardly stand behind a word) Ex: farm; star ect. b. Practicing: - Read the words first: clearly, correctly - Listen and correct their pronunciation if it's needed	- Can answer by many ways - Read again - Listen and copy - Read and repeat - Listen and repeat from 2-3 times - Some of them stand and read words aloud - Practise in groups to find which words has sound /ʌ - /a/
<u>Grammar</u>	- Let students read the sentences and work in groups - Listen and remark each group a. Making some questions about their places, occupations and hobbies 1. <i>Where do you live?</i> 2. <i>What is your job? (occupation)</i> 3. <i>What do you like doing in your free time?</i> - Show students to make Wh-questions - Underline “doing” or “to-infinitive” express the use of Gerund Ex: - She likes cooking - He enjoys playing chess	- Some groups compare with their results and read the words in sentences aloud - The answers can be various - Listen and give more questions in pairs - Read the sentences in chorus aloud

Lesson Plans : English 10

Homework 2'	- They want to learn English b. Practicing: * Exercise 1: Let students read all the answers and work in groups to make questions with Wh-questions - Listen and remark	Expected answers: 1. When did you come? 2. How long did you stay? 3. Who did you come with? 4. Where do you live? 5. Why do you like learning English? 6. What time is it now? 7. How many children do they have									
	* Exercise 2: Ask students to read the letter quickly and fill in the blank with V-ing or To-infinitive - Observe and explain some verbs use V-ing and some verbs use To-infinitive: <u>V-ing</u> avoid practise stop miss enjoy <u>To-infinitive</u> expect try plan want	Expected answers: 1. to hear 2. going 3. remembering 4. doing 5. worrying 6. to play 7. to go 8. visiting 9. seeing 10. hearing									
	* Exercise 3: Let students read the sentences given and use V-ing or To-infinitive with verbs in the box - Listen to students and help them to use V-ing or To-infinitive - Remind of Gerund and To-infinitive - Let them do exercises in Workbook	Expected answers: <table><tr><td>1. to go</td><td>6. making</td></tr><tr><td>2. waiting</td><td>7. to call</td></tr><tr><td>3. having</td><td>8. to lend</td></tr><tr><td>4. to find</td><td>9. talking</td></tr><tr><td>5. living</td><td>10. to post</td></tr></table>	1. to go	6. making	2. waiting	7. to call	3. having	8. to lend	4. to find	9. talking	5. living
1. to go	6. making										
2. waiting	7. to call										
3. having	8. to lend										
4. to find	9. talking										
5. living	10. to post										

Unit 3: People's BackGround

Period 12

Lesson 1: Reading

I. Objectives:

*Aims: By the end of the lesson, Ss will be able to read a passage about Marie Curie for general or specific information

*New words: Words to describe people's back ground: name, age, place/date of birth, education, job, interest

* **Skills:** Reading for general or specific information

II. Method: Intergraded, mainly communicative

III. Teaching aids: Some photos of famous people and some information about them

IV. Procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>
Warm-up 4'	Matching - Give some famous persons' names in the column A and their job in the column B - Let students match the people with their jobs A To Hoai Marie Curie Hong Nhung Mr Ha B singers teacher writer scientist - Recheck and introduce the new lesson: Marie Curie	- Do themselves and then working pairs - Some of them do on the board and speak out A To Hoai Marie Curie Hong Nhung Mr Ha B writer scientists singer teacher - Listen to the teacher
Pre-reading 7'	Questions and answers - Ask some questions about some famous people and Marie Curie 1. Can you name and tell some scientists and their specialisations? 2. What are their job? 3. Where are they? 4. Have you ever heard of Marie Curie? 5. What do you know about her? - Let students write some information	- Write down in their papers and then discuss in their groups - Some students stand up and answer in roles A: Can you name...? B: They are NewTon, DarkWin, Marie Curie... - Work in pairs to discuss to fill some necessary inform about Marie Curie

Lesson Plans : English 10

<u>While-reading</u> 20' <u>Post-reading</u> 10'	about Marie Curie with model given What you already know about her What you want to know about her - Let each student stand and speak their opinions - Go around and help them if necessary - Let students open the book and read silently while teacher reads aloud and correctly - Ask students to read themselves and write down some information - Let students work in pairs to do the task 1 <u>Task 1</u> Matching - Read words in A and ask: 1. With flying colors, what does it mean? - Let students translate them into Vietnamese - Ask students to reread and answer some questions to practice with some words above <i>1. To whom do these words refer to?</i> - <i>What about her?</i> <i>2. Who passed the exam with flying colors?</i> <u>Task 2</u> T/F Statements - Let students read all sentences and explain some new words if necessary - Listen and correct if needed <u>Task 3</u> Answering the questions - Let students work in pairs	- Speak out their knowledge about Marie Curie A: Marie Curie is a scientist B: I want to know when and where she was born - Read silently - Remember some information about Marie Curie - Read quickly and give some sentences in the text which are in A - Predict the meaning of words - Match words A with B 1-C: very well, with a very high mark/grade 2-E: find out exactly by making calculations 3-A: having a fully developed mind 4-D: make less severe 5-B: keep in the mind - Work in pairs and answer some questions - Read quickly and find information to compare to the sentence given: True or False? Expected answers: 1. T 2. F 3. T 4. F 5.T - Work in pairs to find information to answer the questions Expected answers: 1. in Warsaw on Nov 7, 1867 2. She was a brilliant and mature student 3. She was as a private tutor 4. in Chemistry
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Homework k 4'	Retelling -Ask students to close their books and practice telling something about Marie Curie - Let students reread the passage quickly to find evidence from the passage to prove each of them a. strong willed b. ambitious c. hard-working d. intelligent e. humane - Listen and explain some use of the words: work as; in spite of; worked together on; took up the position - Reread the passage and write about another famous person (about 100 words)_	5. No, it wasn't. - Work in pairs and some of them stand and say about Marie Curie - Work in groups and discuss which sentences go with the word given - Speak out: a. strong willed: harboured the dream of a scientific career, impossible for a woman at that time b. Ambitious: kept moving up in her career c. hard-working: difficult living conditions- work hard d. Intelligent: Nobel Prize e. Humane: easing humane suffering - Some others repeat - Copy the words - Listen and copy	
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Unit 3: People's BackGround

Period 13

Lesson 2 :speaking

I. Objectives:

***Aims:** By the end of the lesson, Ss will be able to talk about their own background and know how to ask for other people's background

* **Language:** Words to speak about people's back ground

* **Skills:** expressing opinions

II. Method: Integrated, mainly communicative

Lesson Plans : English 10

III. Teaching aids: Photos of some famous persons or some real information about someone to speak

IV. Procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>
<u>Warm-up</u> 3'	Completing the full sentences: - Ask students to close the book - Give some words and let students complete the full sentences: 1. Marie Curie/ born/ 7 th / November/ Warsaw/ 1867 2. Marie Curie/ harbor/ dream/ scientific career/ impossible/ woman/ time	- Close the books - Work pairs and write the full sentences - Each student speaks out the sentence they've done 1. Marie Curie was born in Warsaw on November 7 th 1867 2. Marie Curie harbored the dream of a scientific career, which was impossible for a woman at that time
<u>Pre-speaking</u> 8'	Talking about family - Ask students to practice speaking about their parents, brothers, sisters... - Go around and listen to the	- Work in pairs A: What is your father's job? B: He's a doctor A: How old is he? B: He's 40 years old A: What does he like doing in his free time? B: He likes playing badminton
<u>While-speaking</u> 20'	<u>Task 1</u> Discussion - Let students open the books and observe the picture and describe what they are doing 1. <i>What are they doing?</i> 2. <i>Where are they?</i> 3. <i>How do you know they are conducting an interview?</i> - <i>What are three students holding in their hands?</i> - Ask students to read some words given and then let them choose which words used for someone's background - Listen and correct	- Look at the picture and answer the questions 1. They are interviewing 2. They're in the classroom 3. One speaks and one writes down in the notebook - They're holding the pens and notebooks - Read these words and work in groups - Some students can show off these words: family; dislike; hobby; education

Post-speaking 10' Homework 2'	Task 2 Interview - Ask students to look at the pictures again - Let students imagine they are journalists and interview each other in groups and pairs - Ask one group to do the task as a model - Go around listening to some groups and help them if needed - Let some groups play in role as journalists and other answer the questions - Ask some pairs to stand in front of the class and practise speaking Task 3 Talking about the classmates - Ask students to tell about others they've heard by interviewing their friends - Some groups go on speaking each other Talking about Mark Twain - Give some information about Mark	- Work in groups with some cues given below (Greeting, date of birth, home, parents...) A: Hi! When were you born? B: I was born on August 18th 1991 A: Where do you live? B: I live in TB city - Other groups go on practising speaking - Practise interviewing as a dialogue A: Hello! I'm Huong B: Hello! I'm Lan. Nice to meet you. A: Could you tell me something about yourself and your parents? B: Oh, yes! Please - Others listen and write down some information they get - Work in groups A: Can you tell me something about Nam? B: Yes, please A: Where is he from? B: He's from TB city A: What does he do? B: He's a student. A: What does he like doing? B: He likes playing football - Work and discuss in groups and one of this group asks and one of other answers A: Where was he born? B: He was born in Missouri in 1835
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Lesson Plans : English 10

	Twain: 1. He/ born/ Missouri/ 1835 2. He/ adopt/ pen name/ “Mark Twain” 3. He/ write/ his famous novels/ “Tom sawyer, Huckleberry”... 4. He/ died/ 1910 - Listen to each group and correct or give mark if they do it well - Let students write about someone they admire or look forward to meeting	A: Which name did he adopted? B: It was “Mark Twain” A: When did he die? B: He died in 1910 - Listen and write down in their notebooks	
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Period 14

Unit 3: PEOPLE’S BACKGROUND

Date of Preparation: 04/10/2011

Lesson 3: Listening

I. Objectives:

* **Aims:** By the end of the lesson, Ss will be able to listen to a dialogue within 150-170 words for general or specific information.

* **Lexical items:** Words related to people’s back ground

* **Skills:** Listening for general or specific information

II. Method: Intergrated, mainly communicative

III. Teaching aids: Some pictures of persons or some real information about them

IV. Procedures:

Time/ Stages	<i>Teacher’s activities</i>	<i>Students’ activities</i>
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Lesson Plans : English 10

Warm-up 4'	Answering the questions - Give some photos of athletes in Viet Nam and in the world 1. <i>Who is this in the photo?</i> 2. <i>Which sport does he play/ take up?</i> 3. <i>Did he win any Olympic champions?</i>	- Observe the pictures and give some information 1. <i>He is Hong Son</i> 2. <i>He plays football</i> 3. <i>Yes, he ever won the award of the best football player in Viet Nam</i>
Pre-listening 8'	Giving the information about Olympic - Let students open the books and ask who is in the picture 1. <i>What's her name?</i> 2. <i>Where is she from?</i> 3. <i>How many time Olympic Champions did she win?</i> 4. <i>Which sports does she play?</i> - Give more some information about Olympic: The first Olympic Games were held at the foot of Mount Olympus in 776 BC to honor the Greek's chief God Zenus and once for every four years - Let students read some words they'll listen then - Listen and check	- Work in pairs and answer the questions 1. <i>She's Nellie Kim</i> 2. <i>She won five-time Olympic Champion</i> 3. <i>She is Olympic gymnast</i> - Listen to the the teacher and answer the questions - P1: <i>Can you name any Olympic Champions?</i> - P2: <i>What would you like to know about these people?</i> - Read in chorus - Some students read themselves: + love story + sport teacher + romantic + teacher's diploma
While-listening 20'	Task 1 T/F statements - Let students read some sentences given and explain some new words if necessary - Read or let students listen first <i>Have you got anything from the conversation between Bob and Sally?</i> - Let students listen the second time - Check their listening - Let students listen the third time and let them choose and decide whether the statements are True or False - Observe the class and listen to each	- Read silently the sentences given before listening - Listen the first time - Listen the second time and begin doing the task - Listen the third time and work in groups to decide which are T or F Expected answers: 1. <i>T (born 1980- joined when she was 15)</i> 2. <i>T (father, mother, 2 brothers)</i> 3. <i>F (not much free time)</i> 4. <i>T (like different sports reading)</i>

Unit 3: People's BackGround

Period 15

Lesson 4: Writing

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to know how to write a C.V about one's background

* **Skills:** Writing about people's background

II. Method: Intergrated, mainly communicative

III. Teaching aids: Some cues, information of someone

IV. Procedures:

<i>Time/ stage</i>	<i>Teacher's activities</i>	<i>Students' activities</i>
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Lesson Plans : English 10

Warm-up 4'	Filling in the missing information - Ask students to close the books - Give the papers with some words given in the column A and B 1. Name 2. Date of birth 3. Place of birth 4. School attended 5. Exam passed 6. Previous jobs 7. Interests a. Boston b. Kensington High School c. English, French, Maths d. tourist guide e. David Brown j. 12/11/1969 g. Music and dancing - Ask students if they often see some information of someone - Ask: <i>what does this information call?</i>	- Work in pairs and match the words in A with the words in B - Some students do matching on the board Key: 1.e- 2.f- 3.a- 4.b- 5.c-6.d- 7g - Other students speak sentences and write down in their notebooks
Pre-writing 8'	Introducing the form of the CV - Ask students to open their books - Introduce the form of the curriculum vitae (shortening V.C.): + Mr Brown's C.V to apply for a job + It consists of: name, date of birth ect. — Task 1 Sample CV - Introduce Mr Brown's C.V - Let students read quickly Mr Brown's C.V - Explain some new words if there are: + previous job: the job was done in the past + tourist guide: a person guide visitors who travel somewhere - Ask students to make some questions after reading some cues of Mr Brown	- The answers may be various - It is the curriculum vitae - Listen and copy - Read aloud the C.V. of Mr Brown - Listen to the teacher - Read silently - Read those words and copy - Work in pairs P1: When and where was he born? P2: He was born on November 12th, 1969 in Boston P1: Which school did he attend? P2: He attended at Kensington High School - Practise writing with some information of Mr Brown: He was born on... He went to Kensington High School. He passed exams in English, Maths, French - Each group read their writing - Listen and work in groups - Practise asking some questions like in Task 1 before writing - Discuss and find out some errors if they make

Lesson Plans : English 10

<u>While-writing</u> 18' <u>Post-writing</u> 10' <u>Homework</u> 2'	- Ask some other groups to write down a paragraph about Mr Brown using some cues below and then each student on be half of his group read aloud -Listen and correct <u>Task 2</u> Asking the classmates - Ask students to read the V.C. and then fill some necessary information about their parents - Ask some students to write on the board- other groups appreciate their friend's writing <u>Task 3</u> Writing - Let students practise writing freely about their parents or relatives - Listen and give mark if they do it well - Give some information about Uncle Ho, New Ton, Marie Curie, Mr Nam on papers - Listen and correct if needed - Write a paragraph and a C.V about someone	- Practise writing in groups - Each member of groups reads aloud his/ her writing - Other group appreciate and correct mistakes each other - Work in groups - Change the C.V. and each group corrects mistakes - Each group does the writing and read aloud - Listen and copy
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Period 16

Unit 3: PEOPLE'S BACKGROUND

Date of Preparation: 04/10/2011

Lesson 5 :Language focus

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to:

- Pronounce exactly and fluently the sounds / e / & /æ/ in words and in sentences.
- Use the past perfect tense, make a distinction between the simple past and past perfect tense

* **Language:** A paragraph and past perfect

* **Skill:** fluency in pronouncing /e/ and /æ/ and use of past perfect

II. Method: Intergrated, mainly communicative

III. Teaching aids: Some words related to /e/ and /æ/; give more exercises of tenses

IV. Procedures:

<i>Time</i>	<i>Teacher's activities</i>	<i>Students' activities</i>
Warm-up 5'	Making full sentences - Give some words and ask students to make full sentences 1. Marry/ her bag/ left/ school/ at/	- Do the exercises 1. Marry left her bag at school yesterday

Lesson Plans : English 10

	Past simple and Past perfect - Listen and remark <u>Exercise 3</u> - Let students read the passage and find mistakes and correct them - Explain why they did like that: - some actions happened following in the past we should give the verbs in the Past simple (1-4) + We use: Before and After in a sentence to express which action happened after or before in the past 1. After he had done all exercise, he went out for a walk. 2. Before she called her children, she had made some cakes for breakfast.	2. had done 3. had met 4. hadn't turned off - Work in groups and give the correct tense of verb and explain why they did it Ex: 1. had just finished- went. Because: had just finished happened firstly and went happened secondly - Each group answer and give reasons - Find 5 mistakes and correct them - Read silently and discuss in pairs, groups 1. climbed 2. turned 3. called 4. heard 5. had already gone - Listen and copy - Give more other sentences - Listen and copy in notebooks - Practise give more situations in the past use past simple and past perfect
<u>Homework</u> 5'	- Ask students to revise the use of Past simple and Past Perfect - Practise doing exercise in the Workbook	- Listen and write down

Period 17

Test yourself A

I. Objectives: After this lesson, students will be able to:

- Check themselves their skills in reading, speaking, listening, writing
- Improve their knowledge through the test yourself

II. Method: Integrated, mainly communicative

II. Teaching aids: Textbook, board, hand-outs

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>I. Listening(2.5 points) (10 minutes)</u> - Present the task: Listen and complete the table below - Tell students the topic of the table - Get students to look through the table - Explain the meaning of new words - After that read the passage aloud twice - Let students fill in the blanks with the	- Look at the book and listen to the task - understand the task - Listen to the teacher's reading carefully - Fill in the blanks with the words they've just heard - Correct mistakes	

Lesson Plans : English 10

words they have just heard - Go round the class to control the work - Then read the passage the last time for students to check their results - Correct mistakes Keys: 1. 15th January 1929 2. In 1951 3. for 4 years 4. he met 5. they got married 6. a minister at a 7. the black freedom movement 8. heard his speech at the 9. In 1964 10. 4th April 1968 II. Reading (2.5 points) (10 minutes) - Present the task: Read the passage and choose one appropriate phrase in the box for each blank. There are more phrases than needed - Get students to work in groups, discuss about the passage - Go round the class to control the discussion - State the best option - Correct mistakes Keys: 1. F: took a degree in Economics 2. C: worked hard 3. A: the chairman of Fairfield Education Committee 4. D: for two years 5. B: for the best essay on education III. Grammar(2.5 points) (8 minutes) - Present the task: Use the correct form of the verbs in brackets to complete the letter of application below - Get students to discuss the letter in groups or in pairs	- Look at the textbook and listen to the teacher - Work in groups to discuss about the passage - Finish the task - Compare their results with the other groups, and then with the keys - Listen to the teacher - Work in groups to complete the letter - Compare the results with the other
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Lesson Plans : English 10

- Go round the class to control the set's activities - State the keys - Correct mistakes <u>Keys:</u> 1. To apply 3. attended 5. got 7. reading 9. am able 2. am 4. passed 6. can 8. know 10. hearing <u>IV. Writing (7 minutes)</u> - Present the task: Sally Green writes Phong a letter. Read the letter carefully and then in Phong's name, write her a reply - Ask students to read the letter carefully - In Phong's name, get students to write Sally Green a reply - Go round the class to control the students' activities - Correct mistakes <u>Homework (5 minutes)</u> - Ask students: + to study all the lessons again + to get ready for the 45 minute-test in the next period	groups - Correct mistakes - Finish the letter - Read the letter carefully - In groups or in pairs, write her a letter - Compare the results with the other groups - Correct mistakes - Study all the lessons again - Get the knowledge ready for the coming test
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The 18th period

Test 1

Time limit: 45 minutes
(0.5 point for each of a right answer)

I. Reading: Read the following passage and then choose the best option to fill in the blanks

Why does English become an international language meanwhile Chinese is used by more than (1)... of the world? There are some (2)... causes. In the nineteenth century, Great Britain became powerful after the Industrial Revolution. The English Empire conquered many other countries and made them as their colonies. English was officially used there. Gradually, those countries spoke English as their native language or second language. After the World War II, the United States, one of the English-speaking (3)... , become the most powerful and so then more people speak English. English grammar is rather easy and simple compared (4)... other languages. However, English learners, even the native speakers, sometimes have troubles with English (5)... . That can be overcome. A lot of teaching methods are available to help them.

- | | | | |
|-----------------|--------------|-----------------|--------------|
| 1. A. fifth-one | B. one-fifth | C. first-fifth | D. one-five |
| 2. A. uneasy | B. main | C. unreasonable | D. mean |
| 3. A. cities | B. distances | C. states | D. countries |
| 4. A. on | B. from | C. with | D. in |
| 5. A. written | B. spelling | C. dictation | D. spoken |

II. Speaking: Match each of the sentences in A with a suitable response in B. Then write the dialogue in full form.

A	B
1. Wow! I guess you were tired on Sunday.	a. She went to her grandparents' house on Saturday morning. Then she spent the whole afternoon cleaning her apartment.
2. Where was Hoang Anh?	b. Really tired. I slept all morning and watched TV all afternoon.
3. Where did you both go?	c. It was really fun. We danced for hours.
4. Hey, Huong. Where were you last Saturday morning? I called you but you weren't home.	d. She had to go to her office to finish
5. Yeah? How was it?	
6. I thought you were meeting Hoang	

Lesson Plans : English 10

Anh on Saturday afternoon.	her report. She spent the whole afternoon there, so I met her that night instead. e. We went dancing at the new nightclub downtown. f. Oh, I went to the bookstore to buy her a birthday present for my younger brother.
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III. Writing: *Use the prompts below to write complete sentences about Nguyen Trai*

1. born/ in 1380/ Thang Long/ now/ call/ Hanoi/ he / not only/ national hero/ but also/ great poet/ he/ devote/ all/ life/ country's independence/ freedom
2. during/ schooldays/ educate/ by/ his father/ scholar/ and/ village school teacher.
3. he/ help/ Le Loi/ end/ the Ming aggression/ after/ victory/ write "Binh Ngo Dai Cao"/ which/ praise/ people's heroism/ and/ look forward/ bright future/ Vietnam.

IV. Language focus:

Circle the best suitable answers to complete these sentences:

1. I hope that tiring profession?
A. not to do B. not doing C. to not do D. not do
2. They postponed an primary school for lack of finance.
A. build B. to build C. building D. built
3. It's no use him. He never allows anybody advice.
A. advising B. advise C. to advise D. advice
4. Do you plan out or at home this weekend?
A. go stay B. going stay C. to go to stay D. going staying
5. He continued after his illness.
A. work B. worked C. to work D. working
6. I'd love a coat like that.
A. having B. to have C. had D. have

The 19th period

Correct the test

I. Objectives:

After this correction students will be clearer about the test they have just done. And have to know how to try their best for the next test.

II. Method: Integrated, mainly communicative

III. Teaching aids: board, the test paper, key for the test

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	
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Lesson Plans : English 10

<u>Warm-up: (5 minutes)</u> - Greeting - Ask students some questions on the previous test - Tell the aim of the period: correct the test <u>I. Reading (10 minutes)</u> - Repeat the question - Get students to read the passage again carefully - Call some students to read out their answers, and the others give remarks if it is correct or not. - Finally read the keys out aloud Keys: 1.B – 2. B – 3.D – 4.C – 5.D <u>II. Speaking (10 minutes)</u> - Repeat the question - Get student to read the test again carefully - Call some students to read out their answers, and the others give remarks if it is correct or not - Finally read the keys out aloud Keys: 1.B – 2.A – 3.E – 4.F – 5.C – 6.D <u>III. Writing (10 minutes)</u> - Repeat the question - Get students to read the writing again carefully - Call some students to write their answers on the board, and the others give remarks if it is correct or not - Finally read the keys out aloud Keys: 1. Nguyen Trai was born in 1380 in Thang Long, now called Hanoi. He devoted all his life to the country's independence and freedom. 2. During his schooldays, he was educated by his father, a scholar and a	- Greeting - Listen and understand the task - Get ready for the lesson - Look at their paper - Compare the results with the others - Get the correct answers from the keys - Look at their paper - Compare the results with the others - Get the correct answers from the keys - Look at the writing again and compare it with the others - Correct the wrong sentences base on the key
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Lesson Plans : English 10

village school teacher. 3. He was so brilliant that he got a Doctor's degree at the age of twenty. 4. He helped Le Loi to end the Ming aggression. After the victory, he wrote "Binh Ngo Dai Cao", which praised our people's heroism and looked forward to a bright future for Vietnam. IV. Language focus: - T asks Ls to remember the words followed by a Gerund or a finitive. 1. A 2C 3A 4C 5D 6B		
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Unit 4: Special Education

The 20th period

Lesson 1: Reading

I. Objectives:

*Aim: By the end of the lesson, Ss will be able to read a passage of 240-270 words about a class for disabled children for general or specific information.

* Language: words related to disabled people

*Skill: reading about special education

II. Method: Intergrated, mainly communicative

III. Teaching aids: textbook, board, raising questions

IV. Procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>
<u>Pre-reading</u> 10'	Raising some questions: * What do you do everyday? * Do you go to class? Listen to music? Watch T.V? - Take notes students' answers on the blackboard * Which of these activities would be difficult for disabled people? Ok, people who cannot be able to listen and watch are called deaf and blind people. * Who can say nothing?- Good * How can they communicative with each other? * How can blind people read? Well, there was a person- a man	- Open the books and listen to the teacher - Answer freely - Listen to the teacher - dumb people - use signals - We don't know (maybe

Lesson Plans : English 10

While-reading 25'	invented the letter systems for blind people to help them read easily. He was Louise Braille. He came from France. He was a blinded in a childhood accident. - Look at Braille Alphabet (on the page 44) and work with your partner about the message - Give answers: A. we B. are C. the D. world - - Explain new words: - + disabled (adj) : + mentally retarded (adj) : + schooling (n) : + opposition (n) + make efforts to do sth. + time-consuming (adj) : + be proud of sth/ sb + proper schooling (n) = enough and good study Task 1 Matching - Ask students to read through the passage individually and do Task 1 - Raising some questions about the passage: * Who's in the passage? * What does the passage talk about? * How many children are there in her class? * Who are they? * Do they go to school? * Why do you know? * What do the parents of the disabled children think? Which line helps you know? Which word? opposition (n) = disagreeing viewpoints * How does Miss Thuy Teacher's activities the disable children in a	students answer by Vietnamese) - Listen to the teacher - Look at the books - Work in pairs - After guessing, correct the answer under the teacher's construction - Miss Thuy - special class - 25 - disable people - No, they don't - in 4th sentence - They believe that the children could not learn anything at all (2nd sentence-2nd paragraph) - She raised both arms and opened up her fingers... (2nd sentence- 3rd paragraph) - They are proud of their efforts Key:
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Lesson Plans : English 10

Post-reading 10' Homework k 2'	math lesson? * How are the children? - Ask students to match in chorus - Confirm the correct answers Task 2 Multiple choice - Call on some students to read aloud each part of the passage - Check pronunciation - Ask students to read the passage again more carefully and do the task 2 - Ask some students to give their answers Gap-filling - Ask students to read the passage in pairs and fill the blank of summary using suitable words from the passage - Go around and provide help - Call on some students to give answers - Confirm the correct answers for students to check and write down - Call on some students to read the completed summary aloud in front of the class - Summarise the passage into 5 sentences - Do the exercises in the workbook	1.C-2.E-3.A-4.B-5.D - Correct the answer 1.D - 2.B - 3.A - 4.C - 5.D - Read in pairs and do the task - Listen to the teacher attentively and check the answers - Listen to their friends Key: 1.disable-2.read-3.write -4.efforts-5.opposition- 6.time-consuming- 7.maths-8.arms-9.fingers – 10.proud - Write down on the notebooks	
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Unit 4: Special Education

I. Objectives:

*Aim: By the end of the lesson, Ss will be able to talk about the subjects and their school life

* Language: words related to school life

* **Skill:** speaking about school life of students in fluently

II. Method: Intergrated, mainly communicative

III. Teaching aids: textbook, board, raising questions, hand-outs

IV. Procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Pre-speaking</u> 15'	Reviewing - Give hand-outs to review the names of subjects at school - Ask students to work in pairs - Give answers: - Ask some questions: * What are your favourite subjects? * How much time do you prepare for your lesson everyday? OK, today, we will go to Lesson: Speaking to talk about school life of a student	- Do the exercise in hand-out - Work in pairs - Correct the answers 1.C-2.D-3.G-4.F-5.B-6.I-7.E-8.A-9.H - Answer freely - Listen to the teacher	
<u>While-speaking</u> 27'	Task 1 Filling the gap with the questions - Ask students to read the answer before choosing the best questions - Ask students to work in pairs to fill in the blanks with the right questions - Call on some students to explain their answers - Give correct answers - Call some pairs to read the completed conversation - Check pronunciation Task 2 Interview - Ask students to use his/her own information to answer the questions - Instruct students to do this task by using following information	- Read the answers and do the task 1 - Work in pairs Expected answers: A.4-B.1-C.2-D.6-E.3-F.5-G.7 - Work in pairs and do the task 2 under the construction of the teacher	

Lesson Plans : English 10

<u>Post-speaking</u> 2' <u>Homework</u> 1'	<i>Hand-outs</i> - Ask students to work in pairs with 3 students (2 practice interviewing, 1 take notes) and carry out the interview, using the questions in Task 1 - Help students use some questions related to words, such as: What subjects were you good/ bad at? How much homework did you have to do? - Check whether students can make questions or not by giving the previous words and let students to make questions using those words - Go around and provide help if necessary Task 3 Telling about the classmates - Ask students in each pair to tell about a school life of a student by using information that was taken note in front of the class - Check pronunciation if necessary - Give comments and correct mistakes - Give marks - Summarise the main points - Ask students to write a short paragraph about his/her studying at school (80-100 words)	- Practice speaking in pairs - Some students to tell a school life of others in front of the class - Listen to the teacher and write down on the notebook
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Unit 4: Special Education

Lesson 3: listening

The 22nd period

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to read a passage within 150-180 words for general or specific information.

***Language:** Words related to Photographic Club

* **Skill:** Listening for specific information about a photographic club for disabled children

II. Method: Integrated, mainly communicative

III. Teaching aids: textbook, board, raising questions

IV. Procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Warm-up</u> 2'	Questions and answers - Do you like taking photos? - What do you know about photography?	- Answer freely	

Lesson Plans : English 10

<u>Pre-listening</u> 10'	- Are there any photographic club? Yes, today we will listen to the Vang Trang Khuyet Club in which all the members are all disabled children Gap-filling - Before listening, I have some questions for you - Give some photos and ask: * What are they? * How do you call a person who takes photos? * Well-done! What word do you use for a person who looks good/ attractive in photos? - Confirm the meanings of the previous words and remind students the stress in the words photograph /f photographic photogenic photographer photography - Ask students to work in pairs to fill each blank with a suitable word - Check the answers and correct	- Listen to the teacher - They are photos - A photographer - Photogenic - Listen to the teacher and write down on the notebooks - Answer 1. photographic 2. photography 3. photographer 4. photograph 5. photogenic	
<u>While-listening</u> 20'	+ Listen and repeat - Read new words 1st time - Read aloud 2nd time - Let students guess the meanings of the words by giving explanation sorrow (n) = pain (n) passion (n) = great love for st mute (adj) = unable to speak exhibition (n) = a display labourer (n) = worker - You are going to listen to a talk about a club for disabled children. You should listen carefully, then do task 1 and 2	- Listen to the teacher - Guess the meanings of the words - Take note quickly - Read the statements independently - Listen to the tape	

Lesson Plans : English 10

Post-listening 12'	Task 1 T/F statements - Let students read the statements carefully - Ask students to listen to the tape and decide whether the statements are T/F - Listen 2 times and ask students to compare their answers with a friend - Check the answers as the whole class - Give correct answers Task 2 Gap-filling - Ask students to read the passage carefully and have a guess of missing words (give necessary suggestions to help students guess kinds of words in each blank) - Have students listen to the tape and write in each blank with a suitable word - Check the answers as the whole class - Call on 2 students to write the answers on the board to check dictation - Give correct answers:	attentively and do the task 1 Expected answers: 1. T 2. F 3. T 4. F 5. T
Homework 1'	Questions and answers - Tell students to work in groups: ask and answer about the Vang Trang Khuyet Photographic Club by suggesting some questions as follow: * What is the name of the club? * Who are the members of the club? Where do they come from? How many are there? * How many photographs are on display? * What are their photographs about? * What does their passion of taking photographs help them? - Call on some students to practice - Listen and correct mistakes if necessary - Retell story about the Vang Trang Khuyet Club (80-100 words)	Expected answers: 1. photographic 2. 19 3. exhibition 4. 50 5. beauty 6. simple 7. peaceful 8. chickens 9. stimulated 10. escape - Work in groups - Answer the questions based on the information in the passage - Listen to their friends - Listen to the teacher and write down on the notebook

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Unit 4: Special Education

Lesson 4: writing

The 23rd period

I. Objectives:

* **Aim:** By the end of the lesson, students will be able to:

- read and understand a simple letter of a complaint
- write a letter of complaint about the poor quality of the service at an English Centre

* **Language:** words related to a letter of complaint

* **Skill:** Writing a letter of complaint

II. Method: Intergrated, mainly communicative

III. Teaching aids: textbook, board, raising questions, hand-outs

IV. Procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Warm-up</u> <u>3'</u>	Questions and answers - Have you ever written a letter? - Who did you write? - How did you feel when you wrote a letter? happy or sad? - What kind of letter do you write if you feel angry about something or unhappy with something? A letter of complaint or a thank-you letter?	- Answer freely - A complaint letter	
<u>Pre-writing</u> <u>15'</u>	- Asking some questions: * What is a complaint letter? * Have you ever written a complaint letter? * Do you know how to write it? Well, if you want to know how to write a letter of complaint, please listen to me attentively - Give hand-outs - Ask students to read the letter and get the information to fill in the blanks in the	- Listen to the teacher <i>A complaint letter is written when someone is unhappy with something, such as: a story, a service, a course ect.</i> - Listen to the teacher and take note quickly - Do the task	

<u>While-writing</u> 20'	hand-outs - Go around and provide help if necessary - Help students realize the necessary parts in a complaint letter (= a formal letter) and remind them the way of using words - Give the form of a formal letter - Let students read the advertisement and work in pairs - Help them guess the meanings of the words in the advertisement native teacher (n)= teachers who come from English-speaking countries air-conditioned (adj)= to be equipped/furnished with air-conditioner - Ask students to read through the dialogue - Then have students discuss and fill in the hand-outs - Call on 2 students to fill in each column - Check answers and correct mistakes Task 1 Completing the dialogue - Ask students to work in pairs, using the information in 2nd column to complete the dialogue - Call on some pairs to read aloud the completed dialogue - Check and give correct answers * You want to write a letter of complaint? * What do you have to write in that letter? Task 2 Competing the letter - Ask students to look at the letter (on p.51) - Suggest students to retell the form, structures and languages in the letter - Ask students to read through the letter individually - Raising some questions:	- Listen to the teacher and write down on the notebooks - Read in pairs - Try to guess the meanings and take notes - Read the dialogue and do the task in the hand-outs - Correct mistakes - Work in pairs and do the task 1 - Some pairs read aloud in front of the class - Correct mistakes - Answer freely - Look at the letter - Review the above knowledge - Work independently - Listen to the teacher and answer the questions	
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Lesson Plans : English 10

<u>After-writing</u> 2' <u>Homework</u> 5'	* What does the writer complain about? * Is it worse or better than in the advertisement? * How does the writer want to resolve the problem? - Ask students to work in groups and complete the letter basing on the dialogue in task 1 - Give suggestions: . The first sentence can be "You say in the advertisement..." . Students can use some connectors in their writings: first, second, in fact, also, moreover etc. Correction - Let students in one group compare their writings with ones in other groups to correct mistakes - Pick up some writings to check the mistakes as the whole class - Ask students to write a reply to the letter of complaint at home - Explain the general form of a reply to a letter of complaint: Opening Explaining the mistakes Solving the problem	- Work in groups and do the task - Listen to the teacher attentively then write down - Change the writings group by group - Listen to the teacher - Write down on the notebooks	
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The 24th period

Unit 4: Special Education Lesson 5: language focus

I. Objectives:

***Aim:** By the end of the lesson, students will be able to:

- Distinguish and pronounce the sounds / ɔ / and / ɔ: / correctly

Lesson Plans : English 10

- use *the* + *adjective* as a noun, combine two sentences with *which* and review *used to* + *infinitive*

II. Method: Intergrated, mainly communicative

III. Teaching aids: Textbook, board, rasing questions

IV. Procedures:

Stages/Time	Teacher's activities	Students' activities
1. <u>Warm-up</u> 4'	- Write a sentence on the board and has Ss read the sentence . I have just bought a teapot. - Underline the sounds and leads Ss into the lesson	<i>One Ss reads and says what sounds are repeated</i>
2. <u>Pronunciation</u> 6'	❖ <u>ACTIVITY 1 Listen and repeat</u> - Write two sounds / ▪ / & / ɔ: / on the board. - Have Ss listen to the sounds and repeat.	- Repeat in chorus - Repeat individually
7'	- Ask Ss to read the words again after listening ❖ <u>ACTIVITY 2 Practise these sentences</u> - Have Ss listen to the sentences. - Ask Ss to pay attention to the sentence stress. - Have Ss repeat the sentences.	
3. <u>Grammar and Vocabulary</u> 5'	- Ask Ss to pick out the words containing the sounds / ▪ / & / ɔ: /. - Check the result. ❖ <u>ACTIVITY 1 The + adj</u> - Shows Ss a picture and asks : Who are they?	
4'	- Have some Ss present their answers. → They are the disable . - Introduce Ss the use of "The + adj"	
5'	❖ <u>Exercise 1</u> - Have Ss complete the sentences, using "The + one of the adectives provided" - Check and corrects .	Expected answers: 2. the injured 3.the unemployed 4. the sick 5. the rich/ the poor
5'	❖ <u>ACTIVITY 2 USED TO + Bare inf</u> - Write a sentence.	

4' 4') 4. <u>Homework</u> 2'	<u>Ex:</u> I often went fishing with my uncle when I was young. - Ask Ss to rewrite it, using “Used to + inf” → I used to go fishing with my uncle when I was young. - Reminds Ss of the use of “Used to + inf”. ❖ Exercise 2 - Have Ss complete the sentences with “Used to + inf” - Check the result. ❖ ACTIVITY 3 WHICH - Give Ss an example. <u>Ex:</u> Yesterday Tom was late, which surprised me. - Explain Ss the use of ‘Which’ as a connector ❖ Exercise 3 - Have Ss join a sentence from A with one from B to make a new sentence, using which. - Check and corrects. - Ask Ss to do the exercises of Writing in Workbook, page 27. - Ask Ss to prepare the new lesson carefully.	Expected answers: 2.used to ride 3.used to live 4.used to eat 5.used to be 6.used to take 7.used to be 8.did you use to go Expected answers: 2.d-3.f-4.g-5.a-6.c-7.b
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Unit 5: Technology and you
LESSON 1: READING

The 25th period

I. Objectives:

***Educational aim:** By the end of the lesson, Ss will be able to read a passage of 240-270 words for general or specific information

***New words:** Words related to modern computers and equipment

* **Skill :** Reading for gist and for specific information

II. Method: Intergrated mainly communicative

III. Teaching aids: Student's book, real objects and pictures showing modern computers and the illustrations of different parts of a computer

IV. Procedure:

Stages/Time	Teacher's activities	Students' activities
1. Warm-up 5'	Question and answers - Show Ss a pictures of a computer and asks them some questions: 1. What's this? 2. Can you know how to use it? 3. Could you tell me the use of a computer in our life ? - Lead Ss into the lesson.	Work in pairs A computer Yes, I can
2. Pre-	Matching - Have Ss match the objects printed in	Expected answers:

reading 8'	the textbook with their names. - Check and corrects. - Have Ss read the passage. - Explain some new words. + hardware (n) : phan cung + software (n) : phan mem + capable (adj) : co kha nang + lightning (n) : anh sang + perfect (adj) : hoan hao + data (n) : du lieu + magical (adj) : ky dieu + interact (v) : ket noi + miraculous (adj) : tuyet dieu	1. D-visual display Unit 2. E- mouse 3. G-printer 4. C-keyboard 5. A-Central processing Unit (CPU) 6. F-floppy disks 7. B-CD rooms
3. While-reading 5' 5' 5'	❖ TASK 1 Matching - Have Ss match the words and phrase in column A with it's the definition in column B. - Check and corrects. ❖ TASK 2 Finding the title - Have Ss scan the passage again and choose the best title for the passage. - Check and corrects. ❖ TASK 3 Answering the questions - Have Ss read the passage again and discuss the answers for the questions provided. - Ask some Ss to present their answers. - Comment and correct.	Expected answers: 1.c – 2.e – 3.a – 4.b – 5.d Expected answers: C–what can the computer do?
4. Post-reading 15' 5. Homework	- Give Ss a topic and asks them to discuss about it. “Talk about the advantages of using a computer” - Walk around and helps Ss if necessary. - Ask some Ss to present their ideas. - Comments and corrects.	Expected answers: 1. It can help us to visit shops and place of entertainment, paybills, read books etc.; receive emails, learn and so on 2. It's a miraculous device because it's a capable of doing anything you ask, it's a...

Lesson Plans : English 10

2'	- Ask Ss to do the exercises of Reading in Workbook, page 28-30. - Ask Ss to prepare the next lesson carefully.	
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The 26th period

Nguyen Thi Hong

Unit 5: Technology and you
LESSON 2: SPEAKING

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Teacher:

Lesson Plans : English 10

I. Objectives:

* **Educational aim:** By the end of the lesson, Ss will be able to talk about the uses of modern technology.

* **New words:** Words related to modern and equipment

* **Skill:** Talking about the uses of modern technology

II. Method: Intergrated, mainly communicative

III. Teaching aids: Real objects and pictures showing various modern devices; an air conditioner, a computer, a fax machine, an electric cooker etc.

IV. Procedures:

Stages/Time	Teacher's activities	Students' activities
1. Warm-up 5'	Giving modern equipments - Has Ss write all modern equipments used in family on the board. - Checks and announces the winner. - Leads into the new lesson.	Expected answers: Computer, radio, T.V, electric cooker, air conditioner
2. Pre-speaking 5'	❖ TASK 1 Questions and answers - Has Ss ask and answer questions about the uses of modern inventions. - Asks some to pairs present their practice before the class. - Corrects.	Expected answers: A: Can you tell me what a radio is used for? B: It is used to listen to music and news C: Can you tell me what a T.V is used for? D: It is used to watch news
3. While-speaking 10'	❖ TASK 2 Completing the sentences - Have Ss complete the sentences, using the words in the box. - Walk around the class and offer helps Ss if necessary. - Ask some Ss to present their ideas in front of the class. - Remark and corrects.	Expected answers: 1.store; 2.transmit; 3. process; 4.send; 5.hold; 6.make; 7.send; 8. receive; 9.design
7'	❖ TASK 3 Ordering - Have Ss look at the ideas in Task 2 . - Ask Ss to rank the ideas in order of importance and give their reasons. - Call some Ss to present their ideas in front of the class. - Remark.	Expected answers: A: In what way is information technology the most useful to our lives? B: I think...
4. Post-speaking 16'	❖ TASK 4 Talking about technology - Have Ss talk about the uses of	A: Why do you think so? B: Because... Expected answers:

Lesson Plans : English 10

5. Homework 2'	information technology. - Ask some Ss to present their ideas in front of the class. - Comment and corrects. - Ask Ss to do the exercises of Speaking in Workbook, page 32-33. - Ask Ss to prepare the next lesson carefully.	A: Do you think information technology is very important to our lives? why? B: Yes. Because it can help us store very large amounts of information transmit information quickly
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Unit 5: Technology and you LESSON 3: LISTENING

The 27th period

I. Objectives:

* **Educational aim:** By the end of the lesson, Ss will be able to listen to a monologue of 120-150 words for general or specific information.

* New words: Words related to using a computer

* **Skill:** Listening for gist and for specific information

II. Method: Intergrated, mainly communicative

III. Teaching aids: Student's book, tape, cassette player, some pictures of the modern devices

IV. Procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
1.Warm-up 4'	Talking about the radio - Show the picture about a radio and ask students to say how to do when you use a radio - Listen to students and repair their mistakes	- Look at the picture - Listen to the teacher - Speak about what we'll do when using a radio A: First plug into socket then turn it on... - Listen to the teacher, look at the book	
2.Pre-listening 9'	Survey - Ask students to open the books and look at the part "Before you read" - Ask students some questions: 1. How many electrical appliances are there on the table? 2. What are they? * Ask students to ask and answer how often they use each of the items below and put a tick () in the right column - Let them work in pairs Ask students to listen and repeat the words:	- Answer the questions: 1. There are.... 2. They are... - Work in pairs A: How often do you use a radio? B: very often A: How often do you use a cell phone? B: sometimes	

Lesson Plans : English 10

<u>3.While-listening</u> 20' <u>4.Post-listening</u> 10' <u>5.Homework</u> 2'	worried, memory, refused excuse, VDU (visual display unit) headache - Listen and correct mistakes Task 1 T/F statements - Ask students to look at Task 1 - Ask them to read the statements carefully and try to understand them - Ask students to listen to the tapescript and decide whether the statements are true or false - Read or turn on the tapescript twice - Ask students to give their answers Task 2 Gap-filling - Ask students to read the passage carefully - Ask students to listen to the old man's story again and write in the missing words - Read or turn on the tapescript again once or twice - Help students give the correct answers Retelling - Ask students to listen to the man's talk again then retell his story, beginning the story with the following sentence: <i>The story is about an old man who doesn't know how to use the computer...</i> - Read or turn on the tapescript again - Let them work in groups - Call some students to retell the story - Help students and correct mistakes - Ask students to rewrite the old man's story and retell - Ask students to prepare the part Writing at home	- Listen and repeat the words - Look at the task 1 and listen to the teacher - Read the statements and try to understand them - Listen to the tapescript - Decide whether the statements are T or F - Give correct answers: 1.F – 2.T – 3.T – 4.F – 5.F – 6.F - Look at task 2, listen to the teacher - Read the passage - Listen to the tapescript - Give the correct answers 1. invented–2.still–3.refused – 4. excuse–5. anything - Listen to the teacher - Listen to the tapescript again - Try to retell the story - Work in groups - The students are called to stand up and retell the story about an old man who doesn't know how to use the computer... - Listen to the teacher and write down the task
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The 28th period

Unit 5: Technology and you
LESSON 4: WRITING

I. Objectives:

***Educational aim:** By the end of the lesson, Ss will be able to know how to write a set of instructions

of 100- 120 words following a suggested model and word cues.

* **New words:** Words related to public telephones, televisions and remote controls

* **Skill:** Writing a set of instructions

Lesson Plans : English 10

II. Method: Intergrated, mainly communicative

III. Teaching aids: Student's book, real objects and pictures showing a public telephone, a card phone, a remote control, a television

IV. Procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>1. Warm-up</u> 4	- Ask students to close the book - Ask students to listen and answer the questions: 1. Have you ever used a public telephone? 2. Is it easy or difficult to use it? 3. Can you show me how to use it? - If students cannot answer the question or answer them incorrectly, ask students to open their books and introduce the set of instructions on how to use a public telephone	- Listen to the teacher and answer the questions: 1. Yes, I have/ No, I have not 2. It is easy/ difficult (Answer freely)	
<u>2.Pre-writing</u> 8'	Task 1: Reading the instructions - Ask students to read carefully the set of instructions on how to use a public telephone - Let them work in pairs and try to understand its meaning - Explain meaning of words and phrases students haven't known - Show a phone-card and ask students: 1. What's this? 2. What's it used for? 3. What are the steps in using a public telephone?	- Read task 1 carefully - Discuss its meaning - Work in pairs - Ask the teacher some new words or phrases - Answer the questions: 1. It is a phone card. 2. It is used to make a call 3. They are first, lift... next, insert... 4. To obtain help, dial 116	
<u>3.While-writing</u> 18'	4. What should you do if you want to get help? Task 2 Finding out the connectors and imperative form of the verbs - Introduce how to do task 2 - Let them work in pairs - Ask students to give the answers - Walk round and help students	- Look at the students' book - Listen to the teacher - Do task 2 in pairs - Give the answers: + Connectors: first, then, next, until + Imperative form of the verbs: lift, insert, press, wait	

4.Post-writing 12'	Task 3 Answering the questions - Ask students to look at task 3 - Introduce how to do it - Let them work in groups - Help students to answer the questions - Walk round and repair students' mistakes	- Look at task 3, listen to the teacher - Do task 3 in groups - Give the answers: 1. If we want to operate a T.V with a remote control, we have to make sure that the card is plugged in and the main is turned on 2. Press the power button 3. Press the programme button 4. Press 1, 2, 3, 4... 5. Press the volume button up and down 6. Press the mute button
5.Homework 2'	Task 4: Writing an instruction - Ask students to look at task 4 - Ask students to write a set of instructions on how to operate a T.V with a remote control - Let them work in groups - Walk round and help students if they want - Ask some students to stand up and read loudly their sets of instructions - Correct mistakes - Ask students to rewrite the set of instructions in the notebook, do part writing in work book and prepare new	- Do task 4 in groups - Some students stand up to read loudly the set of instructions <i>A: If you want to operate a T.V with a remote control, you must make sure that the card is plugged in and the main is turned on. First, press the power button to turn on the T.V. Next, select the channel by pressing number 1, 2, 3 ... then press programme button to select the programme you like. Finally, press the volume button up and down to select the volume and if you want to turn off, press the power button again.</i>

	lesson at home		
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Unit 5: Technology and you

LESSON 5: LANGUAGE FOCUS

The 29th period

I. Objectives: By the end of the lesson, Ss will be able to:

- pronounce exactly and fluently the sounds / **ʊ** / & / **u:** / in words and in sentences.
- use the present perfect, the present perfect passive and “ **Who, Which, That**” in writing and

II. Method: Intergrated, mainly communicative

III. Teaching aids: Student's book, tape, cassette player

IV. Procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>1. Warm-up</u> 4'	Reading the sentences - Ask students to close their books - Write on the board two sentences: 1. Sue often goes <u>to school</u> on <u>foot</u>. 2. <u>Look</u> at your <u>shoes</u>, take them off. - Ask students to read loudly the sentences - Ask students: What sounds are you learning today? - Ask students to show / ʊ / - / u: / which appeared in the sentences - Introduce new lesson	- Look at the board and listen to the teacher - Read loudly the sentences - Show / ʊ / - / u: / and read aloud	
<u>Pronunciation</u>	*Listen and repeat	- Look at the book	

Lesson Plans : English 10

ion 10'	- Ask students to look at the books - Turn on the cassette player or read loudly the words in the books - Ask students to repeat * Practise the sentences - Ask students to look at their books - Turn on the cassette player or read loudly the sentences in the books - Ask students to pick out the words containing the sound / ɜ / - / u: / - Let them work in groups - Correct the mistakes	- Listen and repeat loudly the words in the book - Look at the book - Listen and repeat the sentences - Pick out the words containing the sound: / ɜ /: could, put, book, bookshelf, full, look, looking / u: /: June, moon, shoes, boot, school, afternoon
Grammar 29'	* The present perfect tense: (10 minutes) - Explain the form : S + have/has + P2 (<i>It is used to express a recently completed action</i>) <u>Exercise 1</u> - Introduce how to do exercise 1 - Ask students to do exercise 1 - Walk round and help students - Call some students to write their answers on the board - Correct mistakes * The present perfect passive (10 minutes): - Explain the form: S + have/has + been + P2 Ex: Our school has been built since 1965. <u>Exercise 2</u> - Introduce how to do exercise 2 - Ask students to build sentences after the model and write in the present perfect passive - Let them work in groups - Call some students to write their answers on the board - Correct mistakes	- Listen to the teacher and write down - Do exercise 1 - The students who are called to write the answers on the board: 1. Tan has opened the door. 2. Tan has turned on the T.V. 3. Tan has tidied the house. 4. Tan has cleaned the floor. 5. Tan has turned on the lights. 6. Tan has laid two bottles of water on the table. - Listen to the teacher and write down - Do exercise 2 - Work in groups - The students who are called write the answers on the board: 1. ... has been built ... 2. ... has been sent up ... 3. ... have been cut down ... 4. ... have been killed ...

Lesson Plans : English 10

<u>Homework</u> : 2'	<u>Exercise 3</u> - Explain relative pronouns: who, which, that - Introduce how to do exercise 3 - Let them work in pairs - Walk round and help students - Call some students to write their answers on the board - Correct mistakes - Ask students to do exercise in work book - Ask students to prepare Unit 6 at home	- Listen to the teacher and write down - Do exercise 3 - Work in pairs 1. which-2.which-3.which-4. who-5.who-6.who-7.who-8. which/that-9.which-10.who - Listen to the teacher and write down homework to do at home	
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Unit 6: an excursion
LESSON 1: READING

The 30th period

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to read a passage of 240-270 words for general or specific information.

* **New words:** Words related to famous places in Viet Nam

* **Skill :** Reading for gist and for specific information about an excursion to a beautiful spot near Ha Noi

II. Method: Intergrated mainly communicative

III. Teaching aids: Textbook, large pictures about Thien Mu pagoda, Ha Long Bay, Da Lat

IV. Procedure:

	<i>Teacher's activities</i>	<i>Students' activities</i>
<u>1. Warm-up</u> 5'	Listing the famous places in Viet Nam - Hang large pictures of reading part on the board and give a list of famous places in Viet Nam, such as: + Thien Mu pagoda + Ha Long Bay + The one-pillar pagoda + Valley of Love - Ask the students to match the photos with the information on the board	- Match the photos with the information on the board
<u>2.Pre-reading:</u> 7'	- Ask students some questions: 1. Have you ever visited Thien Mu Pagoda? 2. Is it beautiful? 3. Have you ever visited Ha Long Bay? 4. Where is it? 5. Where is the one-pillar pagoda? - Let students sit in pairs and ask students to match the photos with the information in the books - Walk round and give comments when students need help - Give correct answer	1. Yes, I have. 2. Yes, it is. 3. Yes, I have. 4. It's in Quang Ninh. 5. It's in Ha Noi. - The answers may be various <i>Number 1: is Thien Mu pagoda. It's on the left bank of Huong River, 6 kilometres from the city</i> <i>Number 2: is Ha Long Bay. It's a picturesque site, wonder of the world, 165</i>

Lesson Plans : English 10

5.Homework: 3'	- Call on some students to read the completed summary - Give correct answers - Ask students to write about their own excursion (100 words)	- Do the task 1. going to make 2. some caves 3. want to be 4. have learnt 5. their trip 6. only problem 7. to persuade them 8. her classmates - Write down on the notebooks
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The 31st period

Unit 6: an excursion LESSON 2: SPEAKING

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to talk about the seat plan on a boat trip on Lake Michigan in Chicago

* **New words:** Words related to famous places

***Skill :** Fluency in expressing opinions and make suggestions

II. Method: Integrated mainly communicative

III. Teaching aids: Textbook, pictures, board

IV. Procedure:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
1. Warm-up 5'	Questions and answers - Ask some questions:		

2.Pre-speaking: 8' 3.While-speaking 20'	1. Have you ever gone on a boat trip? 2. When? 3. Is it interesting? 4. Which seat do you think the most suitable for you? - Say "Ok, there are many nice seats. Today, we study part B: Speaking to know how to choose the best seat then we go on a boat trip" Giving some suitable places 1. sundeck 2. air-conditioned 3. non-air conditioned 4. refreshments 5. occupied * Task 1: Multiple choice - Ask students to read the information about some of the participants - Ask students to work in groups - Ask students to read the seat plan and decide the best seat for each person, using the information in task 1 - Go around to help the students when they need - Give correct answers * Task 2: Conducting a conversation - Ask students to work in groups - Tell students to conduct the conversation like the example in the book, using the information in task 1 and the seat plan in task 2 - Go around the class and provide help when necessary - Call on some groups to conduct the conversation - Give comments	1. Yes, I have. 2. Last summer 3. Yes, it is. 4. The seat on the sundeck... - Work in groups and give the answers + <i>Mrs Andrew: seats which aren't in the sundeck but can help see all the students. Seat: 43, 46, 40, 45</i> + <i>Mary: seats which have plenty of fresh air. Seat: 31, 37, 19, 20, 26, 32</i> + <i>John: seats which aren't air conditioned, suitable for taking photographs. Seat: 10, 11, 12</i> + <i>Tim: seats which are in the sundeck. Seat: 1, 6</i> + <i>Sam: seats which can help a good view, safe. Seats: 16, 29, 34</i> - Work in groups - Conduct a conversation 1. A: I think put John in seat 45. B: I don't think so. John doesn't like air-conditioning so put him in seat 37 and he would like to take photographs. A: Ok. 2. A: What about Susan? B: I think Susan had better take
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<u>4.Post-speaking</u> <u>10'</u> <u>5.Homework</u> <u>3'</u>	* Task 3: Discussion - Let students work in pairs and discuss the question: Which seat do you think the most suitable for you? why? - Call on some students to present in front of the class - Comment and make necessary corrections - Suppose, you are going to Hue next summer, please speak about the things you should take on the trip and give reasons - Let students write their topics about the trip next summer in their notebooks	<i>the seat 10.</i> <i>A: I think so because she wants to be near Mary.</i> <i>B: That's right.</i> 3. <i>A: Which seat do you think the most suitable for Tim?</i> <i>B: I think Tim had better take the seat 40.</i> <i>A: No, it's not a good idea because Tim want to visit in the sun, so, put him in sit 1 or 6.</i> <i>A: Well, maybe you are right.</i> 4. <i>A: Which seat seems suitable for Mrs Andrew?</i> <i>B: I think she should sit in seat 12. From here she can see all her students.</i> <i>A: But it's in the sundect. She doesn't like it.</i> <i>B: Ok. Put her in seat 34.</i> <i>A: Ok. The seat 34 for Mrs Andrew</i> - Practise	
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Unit 6: an excursion
LESSON 3: LISTENING

The 32nd period

I. Objectives:

By the end of the lesson, Ss will be able to listen to a passage of 150 – 170 words for general or specific information.

- New words: Words related to the weekend picnic

3. **Skill :** Listening for gist and specific information

II. Method: Intergrated mainly communicative

III. Teaching aids: Textbook, cassette player

IV. Procedure:

	<i>Teacher's activities</i>	<i>Students' activities</i>
<u>1. Warm-up</u> 4'	Guessing word - Give the missing letters: P C - Ask students to guess the missing letters and fill them in the blanks to have a meaningful word	- Copy down - Give answer: Picnic
<u>2. Pre-listening</u> 6'	Asking some questions 1. Do you often go for a picnic? 2. When is the best time for a picnic? 3. Why do people go for picnics? - Give the meanings of some words: glorious assemble destination left-overs delicious Botanic Garden spacious sleep soundly - Ask students to listen and repeat	- The answers may be various 1. Yes, I do/ No, I don't. 2. at weekend/ in the summer ect. 3. They go for picnics to visit some beautiful places/ to relax ect.
<u>3. While-listening</u>		

[illegible]

Lesson Plans : English 10

	- Comments and make necessary corrections - Ask students to write: Your plan for a picnic this weekend	- Listen to the teacher and write down	
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Unit 6: an excursion

LESSON 4: WRITING

The 33rd period

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to know how to write a confirmation letter.

***New words:** Adjectives and verb forms often used in a confirmation letter

***Skill :** Writing a confirmation letter to a friend that responds to a request and an invitation

II. Method: Integrated mainly communicative

III. Teaching aids: Textbook, board markers

IV. Procedure:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>1.Warm-up</u> 3'	- Ask students some questions: 1. What sort of letters did you study? 2. Did you study how to write a	1. Writing a letter of	

2. Pre-writing 15' 3.While-writing 20' 4.Post-writing 15' 5.Homework 2'	confirmation letter? - Say “ Ok, today we will study how to write a confirmation letter” Definition of request and confirmation letters - Explain the definition of request and confirmation letters - Request is the letter that ask for information or help - Confirmation is the letter that responds to the request. It confirms whether the help is provided or the information is available or not. * Task 1: Finding the request and confirmation letters - Ask students to work in pairs and read two letters below and find the requests in Nga’s letter and confirmation in Hoa’s - Give the meanings of some words - Tell students to underline the structure showing requests and confirmation - Call on some students to explain their answers in front of the class - Give suggested answers - Call on two students to read the letters aloud in front of the class * Task 2: Writing confirmation - Ask students to read the situations carefully and find the requests in both of them Writing a confirmation letter - Ask students to choose the first situation to write a confirmation letter responding to each of them - Ask students to exchange their writings with a friend - Check their writings in front of the class as a whole	complaint/ a thank you letter/ a love letter ect. 2. No, I didn’t. - Listen to the teacher and write down - Work in pairs and do the task - Give answers: + Request: Can you go shopping with me to buy the things we need for the trip? + Confirmation: certainly I will help you to prepare everything you need for the trip. - Lan asks you to buy some fruits and bring them to her house. - Minh wants to borrow you a book about wildlife. <i>Dear Lan, Firstly, let me congratulate you on your 15th birthday. Certainly, I will help you to prepare everything you need for the party. I will go to the nearby market and get them on Saturday morning. I will</i>
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Lesson Plans : English 10

	- Ask students to choose the second situation to write a confirmation letter responding to each of them	<i>be at your home at 6.30 p.m on Saturday.</i> <i>Love,</i> <i>Mai</i> - Listen to the teacher and write down	
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Unit 6: an excursion

LESSON 5: LANGUAGE FOCUS

The 34th period

I. Objectives: By the end of the lesson, Ss will be able to:

- pronounce exactly and fluently the sounds / ə / & / ɜ: / in words and in sentences.
- use the present progressive with future meaning and “**Be going to**” in writing and speaking.

II. Method: Intergrated mainly communicative

III. Teaching aids: Textbook, hand-outs

IV. Procedure:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>1. Warm-up</u> 3'	Odd and out - Give some words: 1. <u>e</u> arn, b <u>i</u> rd, <u>f</u> ir, o <u>th</u> er 2. <u>t</u> oday, n <u>u</u> rse, fr <u>o</u> m, <u>o</u> f - Ask students to choose one word whose underlined part is pronounced differently	1. other 2. nurse	
<u>Pronunciation</u> 15'	- Demonstrate the sound /ə/ and / ɜ: / by pronouncing them clearly and slowly - help students to distinguish these two sounds / ɜ: / is a long sound / ə / is a short sound - Play the tape and ask them to repeat - Call on some students to repeat the sounds clearly - Ask students to work in pairs and practise these sentences - Go around the class and provide help if necessary		
<u>Grammar</u> 25'	Simple Future: Will Form: S + will/shall + V Use: expresses an intention or decision made at the moment of speaking	- Listen to the teacher and take note	

<u>Homework</u> 2'	+ “be going to”: expresses an intention or decision thought about before the moment of speaking. It expresses a plan Ex: <i>We’re going to Ha Noi this summer</i> <u>Practice:</u> * Exercise 1: Choose the correct option in brackets - Ask students to do exercise 1 - Ask students to compare and discuss the answers with a friend - Call on some students to read and explain their answers in front of the class - Give correct answers * Exercise 2: Put the verbs in brackets in the present progressive or “be going to” - Ask students to do exercise 2 - Ask students to compare their answers with a friend - Call some students to explain their answers - Give correct answers * Exercise 3: Complete the exchanges, using the present progressive or “be going to” - Ask students to do the task in pairs - Call on some students to act out the exchange in front of the class - Make necessary corrections - Ask students to distinguish the present and “be going to”	Ex1 1. What are you doing this Saturday evening? 2. ...is getting married... 3. ... are you going... 4. ...I’m going to be... 5. ... is going to... Ex2 1. are going 2. are having 3. is going to catch 4. are you putting 5. is not going to give Ex3 1. Are you going to see it? I’m doing my homework. 2. We are visiting our grandparents. 3. What’s he going to do with it? 4. It’s going to rain soon. 5. I’m going to clean them later. - Write down on the notebooks
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The 35th period

Test yourself B

I. Objectives: After this lesson, students will be able to:

- Check themselves their skills in reading, speaking, listening and writing.
- Improve their knowledge through the test yourself.

II. Method: Integrated, mainly communicative.

III. Teaching aids: Text book, the board and hand-outs

IV. Procedure:

<i>Teacher's Activities</i>	<i>Students' Activities</i>	
<u>Warm-up (5 minutes)</u> - Greet students. - Ask students something about the test	- Greet teacher. - Answer teacher's questions.	

yourself A. Have you prepared it at home? Have you got any difficulties?	
Test yourself <u>I. Listening(2.5 points) (10 minutes)</u> - Present the task : Listen and complete the table below. - Tell students the topic of the table. - Get students to look through the table. - Explain the meaning of new words. - After that read the passage aloud twice. - Let students fill in the blanks with the words they have just heard. - Go round the class to control the work. - Then read the passage the last time for students to check their results. - Correct mistakes. <u>II. Reading (2.5 points) 10 minutes</u> - Present the task: Read the passage and decide whether the following statements are true (T) or false (F). - Get students to work in groups, discuss about the passage. - Go round the class to control the discussion - State the best options. - Correct mistakes. <u>III: Grammar.(8 minutes)</u> - Present the task: Read the following paragraph. One word is missing from each line. Put a stroke (/) where the word has been omitted and write the missing word in the space provided. - Get students to discuss the paragraph in groups or in pairs. - Go round class to control the students' activities	- Look at the book and listen to the task. - Listen to teacher's reading carefully. - Fill in the blanks with the words they've just heard. - Correct mistakes. Keys: 1. 50 milesto the West of London 2. 120,000 inhabitants/people 3. market town 4. biscuit factory 5. computer industry 6. in central England 7. 90,000 people 8. university 9. car factory 10. Cowley Road Keys: 1. F 2. F 3.T 4. F 5.T - Look at the textbook and listen to teacher. - Work in groups to discuss about the passage. - Finish the task. - Compare the result with the other groups. And then with the keys.

- State the keys. - Correct mistakes. <u>IV. Writing(7 minutes)</u> - Present the task: Your class would like to visit your uncle's computer factory which is located near your school. Write to him and ask for permission to visit. - Ask students to read the suggestions carefully. - Guide sts to write the letter. - Go round class to control the sts' activities. - Correct mistakes	Key: 1. out by scientists 2. opportunities for other 3. there is 4. which attempts 5. all the 6. organizing the 7. inventions a/ per/ every 8. developed by 9. it is 10. it be wanted - Listen to teacher. - Work in groups to complete the letter. - Compare the result with the other groups. - Correct mistakes. - Finish the letter. - Read the suggestions carefully. - In groups or in pairs, discuss about the letter. -Compare the result with the other groups. -Correct mistakes
Homework(5 minutes) - Ask students : *to study all the lessons again. *get ready for the 45- minute test in the next period.	- Study all the lessons again. - Get the knowledge ready for the coming test.

Period 36

45-minute-test

Name.....

Class:10A.....

I.Circle the word with the italicised letter(s) pronounced

differently from those of the others.(1 point)

- | | | | |
|--------------|---------|---------|--------|
| 1. A.both | B.broke | C.boss | D.told |
| 2. A.tooth | B.cook | C.foot | D.look |
| 3. A.your | B.four | C.pour | D.hour |
| 4. A.teacher | B.other | C.water | D.term |

**II.Circle the best suitable answer to complete
the following sentences:(3points)**

- 1.What did you.....when youhim last week?
A.say.....see B.said.....see C.say.....saw D.said.....saw
- 2.HeEnglish in our school 4 years ago.
A.teaches B.taught C.teach D.is teaching
- 3.He his homework.
A.has just finished B.just has finished
C.has finished just D.have just finished
- 4.My brother.....English for 4 years.
A .has learn B.learn C.has learnt D.have learnt
- 5.A blind person is the one...cannot see anything.
A.whom B.which C.to whom D.who
- 6.These are the pictures.....my son drew when he was young.
A.which B.that C.who D.A&B
7. More than 50 filmsin Hanoi since June.
A.has been shown B.have been shown C.show D.been shown
- 8.The first term to an end soon.
A.be coming B.are coming C.is coming D.coming
- 9.I wish I.....a dictionary like yours.

Lesson Plans : English 10

A.have

B.has

C.had

D.to have

III.Find the erros and correct them.(2points)

1.Radio is used to listening to news and music .

.....
2.A nurse is the person which looks after patients.

.....
3.This school has been build for seven years.

.....
4.The story is about an old man whom doesn't know how to drive the motobike.

IV.Read the paragraph and answer the questions below;(2 points)

Martin Luther King was born on 15th January 1929 in Atlanta.In 1951 he went to Boston University,where he studied for four years.In 1952,he met Coretta Scott,and as soon as he saw her , he fell in love.They got married in 1953,and they had four children.In 1954,the Kings left Boston ,and Martin became a minister at a Baptis Church in Montgomery,Alabama.Then he started working for the black freedom movement.Thousands of people walked to Washington to hear his famous speech at the Lincoln Memorial in 1963,and he won the Nobel Prize in 1964.He died on 4th April 1968 in Memphis,Tennessee,from a gunshot wound.

Answer the following questions:

1.How many years did Martin study at Boston University?

.....

2.Who was his wife?

.....

3.What did thousands of people do at the Lincoln Memorial in 1963?

.....

4.When did he win the Nobel Prize ?

.....

V.Rewrite these sentences using the passive.(2 points)

1.Peter has invited me to the party.

I.....

2.Somebody has robbed the bank near our house.

The bank.....

Lesson Plans : English 10

3.They have provided the victims with food and clothing.

The victims.....

4.Has Tom finished the work?

.....

Period 37

correct the test

Answer keys

Lesson Plans : English 10

The 38th period

Lesson 1: Reading

I. Objectives:

* **Aim:** By the end of the lesson, Ss will be able to read some programmes on TV for general or specific information

* **New words:** Words to read about T.V

* **Skill:** Reading the mass media

II. Method: Intergrated mainly communicative

III. Teaching aids: Some real pictures and information they often see on T.V, newspaper, internet ect.

IV. Procedure:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Warm-up</u> 5'	Discussion - Ask students to work in groups to discuss about the kinds of the mass media that they often see in life - Let some groups write on the board - Lead all kinds to the words: The mass media	- Work in groups - Other groups stand and speak out - Read aloud	
<u>Pre-reading</u> 10'	Questions and answers - Give some questions: 1. Do you like watching T.V? 2. What programme do you like the most? 3. Do you like reading books, newspaper in your free time? 4. Is it good for you to enrich your knowledge? - Listen and give more ideas to help students practise speaking well - Let students work in pairs to answer some questions in the books - Listen and remark	- Work in groups and each group or each pair stand up: one asks, one answers A: Do you like...? B: Yes, I do. I like watching the programme of sport and entertainment most - Discuss in pairs and speak out A: When do you often watch T.V? B: At weekend or sometimes I'm free. A: How many...? - Work in groups and then answer the questions 1. There are 17 programs on VTV1. - There are 12 programs on VTV3. - There are 5 programs on VTV2. 2. I often spend one hour watching T.V everyday. 3. I find them interesting to watch.	
<u>While-reading</u>	- Let students read some programmes		

20' on T.V and work in groups to answer some questions 1. How many programmes are there on VTV1, VTV2, VTV3? 2. How much time do you often spend watching T.V? 3. How do you find some your favourite programmes? - Listen and remark each group * Task 1: Matching - Let students to read some words in the reading passage and try to guess the meaning of these words - Listen to each pair or group and help them correct if needed * Task 2: T/F statements - Ask students to read the passage and correct the false information - Listen and remark their work * Task 3: - Let students work in pairs to ask and answer questions - Go around and listen to each pair Talking about favourite programme - Ask students to work in groups and	- Work in groups 1. cartoon - C - A: What does "cartoon" mean? - B: It means a film made by photographing a series of changing drawing. 2. drama - A 3. comedy - D 4. documentary - B - Each group asks and answers in roles and gives some examples A: Do you like watching comedy? B: Yes, because it makes me laugh. - Reread silently - Work in pairs: one asks and others give their corrections and more information to prove A: There are 5 news programs on the three channels. Is it T or F? B: It's true. Because there are 4 on VTV1 and 1 on VTV3. - Each pair work in role as the model above 1.T - 2.T - 3.F - 4.T - 5.F - Read the questions quickly and try to get information from the passage A: How many films are on? B: Five films are on. A: What time can you watch the news? B: At 9 a.m, 12.00, 7a.m, 11 p.m on VTV1 and 7.00 on VTV3.
Post-reading 8'	

Lesson Plans : English 10

Homework 2'	then one of each group stands and speaks out - Listen to each group and remark - Write a short passage to tell what programmes you like. Why? - Do exercise Reading in the workbook	- Each pair practises speaking as the model - Practise doing the teacher's askings Group 1: I like watching the news programme because it helps me to get more information in the world Group 2: Group 3: - Listen and copy down	
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Unit 7: The mass media

The 39th period

Lesson 2: Speaking

I. Objectives:

* **Aim:** By the end of the lesson, Ss will be able to talk about some features of some types of the mass media.

* **New words:** Words to speak the mass media

* **Skill :** Expressing the understandings of media

II. Method: Intergrated mainly communicative

III. Teaching aids: Some photos of kinds of media or real information

IV. Procedure:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Pre-seaking</u> 5'	Brainstorming - Ask students to close their books and think of some types of media by answering some questions 1. Have you got a T.V and radio? 2. Do you often read newspaper? 3. Have you ever chatted with	- Discuss in groups and answer the questions 1. Yes, I have. 2. Sometimes 3. Yes, I have. - Repeat and explain the phrase	

<u>Pre-speaking</u> 30'	someone on the Internet? - Say: "T.V, radio, newspaper and the Internet are called: The mass media" * Task 1: Finding the types of the mass media - Let students work in pairs and remind of the questions that the teacher has asked - Listen to each pair and help them understand more the media * Task 2: Finding the features of the mass media - Let students read all the sentences and know the meaning of the words oral (adj) – orally (adv) aural (adj) – aurally (adv) visual (adj) – visually (adv) - Ask students to work in groups to write sentences about each type of media with the cues - Observe their sentences and compare to other groups * Task 3: Talking about the types of the mass media - Ask students to work in groups and talk about the features of each type of the mass media - Listen to each group and give more information if they need	words: The mass media- is to get information or communicate to someone around in life - Work in pairs and show out the types of the mass media - They are television, radio, newspaper, the Internet. - Practise asking about the use of each kind A: What can you get from watching T.V? B: I can get some information about news, science, education and entertainment ect. - Read silently and discuss in groups orally: through mouth aurally: through ears visually: through eyes - Read aloud these words and practise writing the sentences: + T.V: present information and entertainment visually and we receive them through our eyes. + Radio + Newspaper, Internet - Each group go to the board and fill in the features with each type of media - Work in groups and practise speaking based on some information in task 2 A: What are different types of the mass media? B: Television, newspaper and radio... A: What features do they have in
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<u>Post-speaking</u> 8' <u>Homework</u> 2'	Giving the opinion about the mass media - Let students work in groups and one student of each group speak out their opinions about the mass media - Listen to each group and remark - Ask students to write something about the popular media - Do exercise of speaking in the workbook	common? B: Provide information and entertainment A: What are their own features? B: T.V presents information and entertainment orally and visually - Other groups say about Radio, newspaper, the Internet ect. - Work in groups and speak out their opinions + Group 1: T.V + Group 2: Radio + Group 3: The Internet + Group 4: Newspaper - Listen and write down	
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Unit 7: The mass media
Lesson 3: Listening

The 40th period

I. Objectives:

*Aims: By the end of the lesson, Ss will be able to listen to some stories for general or specific information.

*New words: Words related to news

* **Skill:** Listening specific information

II. Method: Intergrated mainly communicative

III. Teaching aids: Some photos of kinds of media or real information

IV. Procedure:

	<i>Teacher's activities</i>	<i>Students' activities</i>
<u>Pre-listening</u> 3'	Questions and answers - Ask students some questions: 1. What is it? 2. What is it used for? 3. How often do you listen to the radio? 4. How many hours per week do you listen to it? 5. What programme do you like listening to and why? - Gather ideas and introduce the listening - Say: "News broadcast is a popular programme on the radio. Today you will listen to a short news edition. You listen to it and do the tasks assigned"	- Answer the questions freely 1. It is a radio. 2. It is used for listening. 3. In the morning... 4. I am not sure 5. Music/ MTV most wanted program ect. - Listen to the teacher
<u>While-listening</u> 25'	* Task 1: Ticking the words - Ask students to read the table in task 1 - Play the tape the 1 st time - Check if any student gives answers or not - Play the tape the 2 nd time - Ask students to do the task individually first - Let students compare their answers with a partner - Check the answers in front of the class as a whole - Give correct answers * Task 2: Gap-filling	- Read the table carefully - Listen to the tape and do the task individually Correct answers: <u>New story1</u> 1. has caused floods 2. have left their home 3. have risen

Lesson Plans : English 10

Post-listening 15' Homework 2'	- Let students read two new stories carefully and have the guess of the missing words - Play the tape and ask students to fill in the missing words - Notice students to catch the exact words for each blank - Call on some students to read completed stories - Ask for comments from other students - Pause the tape when necessary * Task 3: Answering questions - Ask students to work in pairs and answer the questions in the book - Note: Students are encouraged to do the task without looking back to the stories on page 77. However, students can look back if necessary - Call on some students to read their answers aloud in front of the class - Feedback and give correct answers: Telling the news - Ask students to work in groups and use their own words to tell other members about one of the two news stories - Call on some students to present the story in front of the class - Ask for comments from other students - Make necessary corrections - Ask students to do the exercise in the workbook	4. tow metres 5. has stopped 6. cloudy 7. strong wind <u>New story 2</u> 1. twenty-third 2. 4, 418 3. California 4. wonderful 5. young and healthy Correct answers: 1. Heavy rain has caused floods all over the country during the night. 2. Because rivers have risen 3. The old woman has climbed Mount Whitney twenty-three times. 4. Because it has kept her young and healthy - Work in groups - Some students present their stories - The whole class listen to their friends and find out mistakes if they have - Listen to the teacher and write down
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Unit 7: The mass media

The 41st period

Lesson 4: Writing

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to write a paragraph about advantages and disadvantages of the mass media

* **New words:** Words related to advantages and disadvantages

* **Skill :** Writing a paragraph about advantages and disadvantages well

II. Method: Intergrated mainly communicative

III. Teaching aids: Textbook, the black board.

IV. Procedure:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Pre-listening</u> 5'	Answering questions - Ask students some questions: 1. How often do you watch T.V? 2. Is it good or bad? - "Ok, look at the book. Today we will	- Answer the questions freely	

Lesson Plans : English 10

<u>Homework</u> 2'	* Task 3: Writing - Ask students to write a paragraph about the advantages and disadvantages of one of the mass media discussed in task 2 - Let students work independently and write under time pressure - Introduce peer correction if time allowed - Pick up some writings to correct in front of the class as a whole - Ask students to choose one of the following topics to write about advantages and disadvantages 1. Listening to music 2. Reading newspapers 3. Using the Internet 4. Watching T.V 5. Using computer	- Listen to the teacher and correct mistakes if necessary - Write down	
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Lesson Plans : English 10

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to:

- pronounce exactly and fluently the sounds /**ei**/ - /**ai**/ - /**oi**/ in words and in sentences.
- use the present perfect, “because of” and “in spite of” in writing and speaking.

II. Method: Intergrated mainly communicative

III. Teaching aids: Textbook, the black board...

IV. Procedure:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Pronunciation</u> 3'	- Demonstrate the sounds /ei/ and /ai/ and /oi/ by pronouncing them clearly and slowly - Help students to distinguish these two sounds /ei/ has two sounds: e and i /ai/ has two sounds: a and i /oi/ has two sounds: o and i - Play the tape and ask students to repeat - Call on some students to repeat the sounds clearly in front of the class - Ask students to work in pairs to underline and decide the letters in the sentences if they are pronounced /ei/, /ai/ or /oi/, then practice the sentences - Go around the class and provide help if necessary	- Listen to the teacher - Write down - Listen to the tape and repeat - Work in pairs and do the task	
<u>Grammar</u> 35'	* Exercise 1: - Ask students to review the form and the use of the present perfect tense - Write some examples on the board and ask students to retell the structure, uses of the present perfect tense 1. I <u>have just cleaned</u> the floor 2. My brother <u>has read</u> “Gone with the wind” three times. 3. He <u>has worked</u> for BBC since 1990.	- Give answers: <u>Form:</u> S + have/has + P2 <u>Uses:</u> expressing + an action has just happened	

	- Ask students to read the letter and choose suitable words to fill in the blanks by using the present perfect tense - Ask students to do the task individually first - Let students compare their answers with a friend - Check and give correct answers * Exercise 2: - Ask students to review the uses of <i>for</i>, <i>since</i> and <i>ago</i> - Ask students to do the task in pairs: complete the sentences using <i>for</i>, <i>since</i> or <i>ago</i> - Note: This is probably an easy exercise so let students do it orally - Call on some students to read and explain their answers in front of the class - Give correct answers * Exercise 3: - Ask students to read the table in task 3 - Ask students to work in groups to discuss the answers - Go round the class and provide help if needed - Check and give correct answers - Then, let students to pay attention to B column and distinguish the differences between <i>because</i>, <i>because of</i>- <i>inspite of</i> and find the general structures - Say: “Good, these are phrases and clauses of reason” <i>Because + Clause</i>	+ an action repeated many times in the past + an action began in the past, happened in present and maybe in the future <u>Note:</u> - Some words often appear in the present perfect tense <i>since, for, ever, never, already, recently, up to now, so far ect.</i> Expected answers: 1. have been 2. has lived 3. have met 4. have done 5. have had 6. have taken 7. have - <i>for</i> + a period of time - <i>since</i> + a point of time - <i>ago</i> : stand in the end of a sentence to express an action happened and finished - Work in pairs - Give answers: 1.since-2.ago-3.for-4.for -5.since-6.for-7.ago-8.ago- 9.since-10.since - Give comments: - because of + N - inspite of + N - Listen to the teacher and write down
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	<i>Because of + N/N-phrase/ Gerund</i> - Say: “These are phrases and clauses of confession” <i>In spite of/ Despite + N/N-phrase/G</i> <i>Although/Though + Clause</i> - Give more examples for explanation - Ask students to make some sentences with these structures	- Make sentences: 1. Because of her happiness, she shouted loudly. 2. In spite of his parents’ permission, he went out with his friends. <i>Suggested answers:</i> 1. Because of our teacher’s sickness, we’ll have no class tomorrow. - We’ll have no class tomorrow because the teacher is sick. 2. Because Mary has just got good mark, she looks happy. - Mary looks happy because of her good marks. 3. Although he is very wealthy, he is not happy. - He is not happy in spite of his wealth. 4. Because of the bad weather, the flight was delayed. - The flight was delayed because the weather was bad. 5. He could not solve the problem in spite of being good at maths. - He could not solve the problem although he was good at maths.
Homework k 3'	- Ask students to connect two sentences into one sentence using phrases of reason and phrases of confession 1. The teacher is sick. We’ll have no class tomorrow. 2. Mary looks happy. She has just got good marks. 3. He is very wealthy. He is not happy. 4. The flight was delayed. The weather was bad. 5. He could not solve the problem. He was good at maths.	

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Unit 8: The story of my village

The 43rd period

Lesson 1: Reading

Nguyen Thi Hong

Lesson Plans : English 10

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to read a passage about the village years ago and now for general or specific information.

***New words:** Words related to country life

* **Skill :** Reading for gist and for specific information about country life

II. Method: Intergrated mainly communicative

III. Teaching aids: Textbook, pictures about country life

IV. Procedure:

	<i>Teache's activities</i>	<i>Students' activities</i>	
Warm-up 2'	Rasing some questions: + How are you today? + Do you like living in the city or living in the country? + Why do you like that? - Say: "Well, today we'll come to Unit 8: Reading to visit the life of the village and discover some interesting things in the country"	- Answer freely - city/ country - because of fresh air etc. - Listen to the teacher	
Pre-reading 10'	Asking students some questions 1. What can you see in the picture? 2. Who are they? 3. What are they using? * Vocabulary: - Ask students to read through the passage and find some new words + straw (n): dry cut stalks of various cereals + mud (n): wet, soft soil + brick houses: houses made of bricks + thanks to (prep): owing to, because of + farming methods (n): ph-ng ph,p canh t,c - Ask students read all the new words in chorus - Call some students to read again - Check pronunciation * Ask students to work in pairs and discuss the questions in the book - Call on some students to give their answers - Listen and correct	1. This is a picture of village. 2. The farmers are. 3. They are planting/ploughing etc. - Read individually - Listen to the teacher and write down - Work in pairs and give answers 1. The farmers are harvesting crop. 2. They are working very hard. 3. It's a good/ bumper crop.	

While-reading 22'	You're going to read a passage about life changes in the country. You should read it and do the tasks. * Task 1: Vocabulary Matching - Ask students to read all the words in A, then read the passage to underline those words which all appear in the passage - Encourage students to guess the meanings of the words in the context - Have students compare their answers with a friend - Call on some students to explain their answers in front of the class - Make necessary corrections - Give correct answers: - Ask students to translate those word phrases into Vietnamese - Check their answers by giving Vietnamese equivalents if necessary 1. kiỔm t»n tiỔn ®ñ sèng 2. thiỔu thèn nhiỔu thø 3. c¶i thiỔn cuéc sèng 4. vô mĩa búi thu 5. c©y trắng ®Ó b,n vµ thu lĩi nhuỄn * Task 2: Completing the table - Let students read the table carefully before doing the task - Ask students to scan the passage to get specific information and find out the sentences which related to the words in the first column of the table - Go round the class and provide help when necessary - Let students compare their answers with a friend - Check the answers in front of the class as a whole - Give correct answers	4. Good farming methods, good varieties, modern technology used, people work hard - Listen to the teacher - Read the passage and underline new words Expected answers: 1.b - 2.d - 3.a - 4.e - 5.c - Try to guess the meanings of the words - Read the task - Work individually - Work in pairs - Read independently - Work in pairs Expected answers: 1. It was poor and simple. 2. Because they hope that... (the last sentence-1st paragraph)
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Lesson Plans : English 10

Post-reading 10' Homework 1'	* Task 3: Answering questions - Ask students to read the passage again and then do the task 3 - Tell students to underline the information that support the answers - Have students compare their answers with a friend - Call on some students to read aloud their answers in front of the class and give explanation - Give feedback and correct answers - Ask students to work in groups and discuss the question: <i>How can people with an education help make the life of their community better?</i> - Tell students to look back to the passage to get the ideas for the questions - Go around and help students if necessary - Listen and check - Give suggested answers - Ask students to write about the changes in their village nowadays (100 words) at home	3. They introduced... (2nd sentence-2nd paragraph) 4. He said their lives... (3rd paragraph) 5. He told ... (4th paragraph) Expected answers: + Introduce new farming methods + Grow cash crops for export + Help local people apply modern technology in farming + Help community especially young people access to ways of entertainment + Raise people's awareness about food safety and environmental hygiene -Copy down on the notebooks
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Unit 8: The story of my village

The 44th period

Lesson 2: speaking

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to talk about their plans to improve the life in the village.

*** New words:** Words related to verbs of improving life in a village

***Skill :** Speaking about their own plans to improve life of a village fluently

II. Method: Integrated mainly communicative

II. Teaching aids: Textbook, black board

III. Procedure:

	Teacher's activities	Students' activities	
Pre-speaking 10'	Brainstorming - Tell students to close the book - Ask students to work in groups - Ask students to make the list of ideas that can	- Work in groups	

Lesson Plans : English 10

While-speaking 25' Post-speaking 10'	be carried out to improve the village life - Ask the groups to raise their ideas - Take notes on the board - Say: "Ok, your ideas are very good. You're very honor to improve your village. And in order to help you more, we'll go to part Speaking, Task 1 and find how the villagers of Ha Xuyen improve their lives in the village" * Task 1: Matching - Ask students to open the book and look at the situation in Task 1 and read the content first - Ask students to do Matching - Explain some possible new words: + resurface (v) = renew + canal (n): man-made waterway for irrigation + mudly (adj): full of mud - Call on some students to read aloud their answers in front of the class and give their explanation for their answers - Check the answers again in front of the class as a whole - Give correct answers * Task 2: Practising the conversation - Let students work in groups of three: read and practise the conversation in task 2 - Go around and help students if needed - Call on some groups to practise the conversation in front of the class - Check their pronunciation - Give the structure of Conditional sentence type 1 <i>If clause</i> , <i>main clause</i> <i>If + S + do</i> , <i>S + will/ can... + do</i> - Ask students to give comments on the structure - Ask students to make more sentences with the above structure * Task 3: Continuing the conversation - Keep students to work in groups and continue the conversation, using the ideas in the table in	- Listen to the teacher - Work individually - Write down Expected answers: 1.b - 2.g - 3.d - 4.e - 5.f - 6.c - Listen to their friends' answers - Correct the answers - Work in groups - Practise speaking the conversation - Conditional Sentence Type 1 is express something can happen in the present - S1: If he studies hard,
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Lesson Plans : English 10

<u>Homework</u> 1'	Task 1 or their own ideas by using Conditional Sentence Type 1 - Go around the class and provide help when necessary - Call on some groups to act out the conversation in front of the class - Give comments and necessary corrections - Write a conversation about your village	he'll not fail the exam. - S2: - Work in groups - Ask the teacher if necessary - Some groups present their conversations in front of the class - Listen to the teacher and write down
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Unit 8: The story of my village

The 45th period

Lesson 3:listening

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to listen to a talk about the changes in a small hometown for general or specific information.

* **New words:** Words related to verbs of improving life in a village

3. **Skill :** Listening to a specific information

II. Method: Intergrated mainly communicative

II. Teaching aids: Textbook, black board, cassette player...

III. Procedure:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Pre-listening</u> 14'	Finding the differences -Ask students to look at two pictures of the same town in the book and find as many the differences as possible between them - Ask students to work in pairs - Call on some students to share their findings in front of the class Ex: car, small road, buffalos etc. - Review the structure of "used to" : <i>to express a past habit</i> Form: + S + used to + V + O - S + didn't use to + V + O ? Did + S + use to + V + O? - Give more structures related to "used to" + To be/to get used to + V-ing <i>(to express a present habit)</i> - Give examples and to analyse the difference between two structures Ex: 1. My father used to smoke. 2. My father is/gets used to smoking. (1): My father smoked in the past, and now he doesn't smoke (2): My father is smoking now. - Ask students to make more sentences	- Look at the pictures and do the task under the teacher's instruction - Work in pairs - Some students present their findings aloud - Retell the structure and how to use it - Listen to the teacher and write down on the notebooks - Listen to the teacher A: I used to cry at midnight	

<u>While-listening</u> 20' <u>Post-listening</u>	with the above structures - Correct the mistakes You will hear someone talk about the changes in his hometown. Listen to the talk and do the tasks that follow. * Task 1: T/F statements - Ask students to guess if the statements are T or F before listening - Let students give answers in chorus - Say: "Ok, now, listen to the tape and check your answers according to the talk" - Ask students to do the task individually first - Play the tape several times if necessary - Have students compare their answers with a friend and correct the false ones - Call on some students to read their answers aloud in front of the class - Feedback and give correct answers * Task 2: Gap-filling - Tell students to read a part of the talk carefully and have a guess of the missing words before listening - Ask students to listen to the tape again and fill the gaps with the words they hear - Play the tape more than once if necessary - Remind students to write the exact and grammatically correct words - Call on some students to explain their answers in front of the class	when I was a child. B: I used to play with a doll when I was 5. C: I get used to going to bed late. - Do guessing - Answer in chorus: 1. F/ 2. T - Work independently Work in pairs - Listen to their friends and find out mistakes - Correct answers: 1. F (It's on the south coast of England) 2. F (It's used to be a small quiet town) 3. T 4. F (A lot of trees have been cut down for wider streets) 5. F (Some people don't like the changes, they miss the quiet and peaceful life of the old town) Correct answers: 1.house-2.hotel-3.widened-
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Lesson Plans : English 10

10' <u>Homework</u> : (1 minutes)	- Correct the answers by playing the tape sentence by sentence Discussion - Ask students to work in groups to discuss the changes in your own hometown or home village - Notice students to use the present perfect and “used to” to show the changes: there is/are used to; there used to be. - Go around the class to provide help - Call some students to give their short talks in front of the class - Have comments on students’ performance and correct the mistakes - Write 10 sentences about what you used to do in the past and what you are used to doing in the present at home	4.cut-5.car 6.shop- 7.department- 8.expensive - Work in groups and do discussing - Write down
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Unit 8: The story of my village

The 46th period

Lesson 4: Writing

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to give directions to a certain place.

***New words:** Words related to direction verb-phrases

***Skill:** Writing a letter giving directions

II. Method: Integrated mainly communicative

II. Teaching aids: Textbook, photocopy of the A₀-sized map

III. Procedure:

	<i>Teacher's activities</i>	<i>Students' activities</i>
<u>Warm-up</u> 4'	Questions and answers - Ask students some questions: 1. Where do you live? 2. What's your address? 3. Class! Do you know the place where she/ he live? Could you show me how to get there?	- Answer the questions 1. I live on QT street. 2. Number 73 3. Sorry, I can't/ I don't know ect.

Lesson Plans : English 10

<u>Pre-writing</u> 5' <u>While-writing</u> 28'	- Say: "Ok, today we'll learn how to give directions to a certain place. Open your book! P.87" Following the direction - Call on 2 students to go the board and follow teacher's directions (using direction sentences) <i>Come on! turn right, go ahead, go past Linh, turn left. Well, sit down, please!</i> - Ask students to realize/show how to show the way to a place - Say: "Is it interesting? Now, look at your book and read the letter individually, then underline direction phrases" * Task 2: Underlining the words/phrases using to direct - Explain some new words by using signals and wrote on the board: + come (get) out + turn right/ left + keep walking + go over + walk past + take the first/ second - Give more words: + go ahead = keep straight + go along + go down/ up ect. - Let students read aloud these words in chorus - Call some students to read new words to check pronunciation * Ask students stop reading - Ask students to find Ann's house on the map in the book in pairs following the instruction in the letter - Check the answer in chorus * Task 1: Finding Ann's house - Tell students to read the letter again quickly - Hang the A₀-sized map on the board	- 2 students do following the teacher's directions - The whole class join the game - Say: "You use some special words, such as: turn right ect" - Read the letter in the book and underline - Raising some questions if necessary - Listen to the teacher and take notes quickly - Read in chorus - Show Ann's house - Look at the map and do the
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Lesson Plans : English 10

Post-writing 5' Homework 1'	- Ask students to look at the map and find Ann's house - Call one students to go to the board and show the way to Ann's house on the large map in front of the class - Confirm the direction again *Task 3 Writing a letter of direction Your house is A on the map. Write a letter to Jim, telling him the way to your house from Roston Railway Station - Ask students to write the letter independently - Remind students to use direction-phrases - Go around to provide help if necessary - Have students compare their writing with a friend - Pick up some writings Correction - Call on some Ss to give comment - Correct the mistakes - Write a letter to your friend to show the way from your house to No 3 Quang Trach High School	task - One student to show the way to Ann's house in front of the class - Listen to the teacher - Do the task individually - Work in pairs - Correct mistakes - Write down	
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Unit 8: The story of my village

The 47th period

Lesson 5: Language focus

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to:

- pronounce exactly and fluently the sounds / aʊ/ & /əʊ/ in words and in sentences.
- use **reported speech** (statements) and **conditional sentence type 1** in speaking and writing.

II. Method: Integrated mainly communicative

II. Teaching aids: Textbook, an A₀-sized map, hand-outs

III. Procedure:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Pronunciation</u> 10'	- Demonstrate the sounds / au / and / əu / by pronouncing them clearly and slowly - Introduce some words which have the same pronunciation - now note - cow close - boat couch - coast mouse - Instruct the way to pronounce / ðu / has two sounds / ð / and / u / / au/ has two sounds / a / and / u / * Listen and repeat: - Play the tape and ask them to repeat - Call on some students to repeat the sounds clearly to class - Check and correct their pronunciation + Ask students to work in pairs and practise the sentences - Introduce peer correction - Go around and help students - Call on some students to read the sentences loudly - Correct	- Listen to the teacher - Take notes quickly - Listen to the tape and repeat the sounds - Work in pairs and practise the sentences	
<u>Grammar</u> r 34'	<i>Reported speech: Statements</i> + Ask students: <i>I can drive a car, what can you do?</i>		

Lesson Plans : English 10

10'	- Repeat one student's answer in reported speech - Write that sentence on the board and underline He <u>said</u> he <u>could</u> swim - Ask students to give their comments on that sentence: about Subject, verb. - Help students to review reported speech by filling in the blanks in the hand-outs	- Listen to the teacher and write down
6'	* Task 1: - Ask students to do Exercise 1 independently - Have students compare their answers with a friend - Check the answers in front of the class as a whole - Give correct answers	- Give comments: Subject: "I" – "He" Verb: "can" in simple present – "could" in past simple - Do the exercise individually - Then work in pairs - Correct the answers
10'	* Task 2: - Make clear the difference between "say, tell and talk" + say (without O) + clause + tell (with O) + clause + talk (to somebody) about something - Demonstrate the use of these verbs by giving more examples 1. He says he is a millionaire. 2. He tells her that he loves her. 3. Students in 10A₆ class are talking about wearing uniform in school. - Ask students to do Ex 2 individually - Check the answers in front of the class as a whole - Confirm the correct answers:	- Listen to the teacher and write down - Take notes quickly - Work individually - Give answers and correct 1.told- 2.said- 3.said- 4.told- 5.talked
8'	* Exercise 3: - Ask students to retell the Conditional Sentence Type 1 - Take note on the board quickly - Ask students to do Ex 3 in pairs - Remind students to put the sentences in good order - Call on some pairs to give their	- The conditional sentence type 1 expresses an action may happen in present. It has two clauses: "if"-clause and main clause - Do in pairs - Correct the answers

Lesson Plans : English 10

Homework 1'	answers - Check and correct * Exercise 4: + “<i>When</i>”- clause refers to “all time”, not just the present or future. They express a situation that is always true. It means <i>whenever</i> <i>When winter comes, it'll be very cold</i> - Ask students to do Ex 4 in pairs orally - Call on some pairs to explain their answers in front of the class - Make necessary comments and give correct answers - Review the grammar structures you've just learnt in Unit 8. - Do the exercise in workbook	- Write down on the notebooks - Do the task in pairs then present the answers in front of the class - Correct the answers - Write down
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The 48th period

TEST YOUR SELF C

1. Aims:

- According to the TEST pupils can revise all the language skills and grammar points which they have studied and used in the three units 1, 2 and 3.
- Pupils can improve their technique of doing the simple tests.

2. Teaching aids: Cassette tape and Cassette player.

3. Teaching procedures:

- * Ask pupils to prepare the test at home before going to school.
- * Pupils have to do the TEST in a limited time for each part of the TEST.
- * Pupils have to do it by themselves; do not use any kinds of supplementations.
- * **1. Listening: (2.5 points)** will be done at school with the whole class.

<i>Teacher's activities</i>	<i>Students' activities</i>
1- Listening: - Ask pupils to read the questions carefully before listen. - Play the tape twice to the class. - Ask pupils to exchange their answers with a partner and comment	- Read the questions carefully. - <i>Listen to the tape.</i> - Work in pairs the exchange the answers and the comment.

Lesson Plans : English 10

- give pupils the correct answers. 2. Reading: - Call on some pupils to read the answers in front of the class. - Ask the others comment and correct. 3. Grammar: - Ask pupils to work in pairs to discuss about the answers. - Call on some pupils to read the answers in front of the class. - Give the correct answers. 4. Writing: - Ask pupils to work in groups to write the directions - Call on some pupils to write the answers on the board.	<i>A- 1- F, 2- F, 3- T, 4- F, 5- T</i> <i>B- 1- aren't, 2- evening, 3- cinemas.</i> <i>4- theatre, 5- knows.</i> - Read the answers in front of the class. <i>- Work in pairs to do the exercise.</i> -Read up the answer in front of the class. <i>1.....have been.....haven't had....</i> <i>2.....haven't given.....have paid.....</i> <i>3. said....</i> <i>4.had taken.....</i> <i>5.....thought.....would come....</i> <i>6.told.....have got.....</i> - Work in groups to write. - Write the answers on the board.
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The 49th period

REVIEW LESSON

I- Aims: By the end of this lesson, Ss will be able to review the knowledge in Unit 1,2
+ Grammar:

- The present simple.
- The use of adverbs of frequency in the present simple tense.
- The past simple.
- The present perfect

Lesson Plans : English 10

- The present perfect vs. past simple

+ Language functions:

- Talking about one's daily routine.
- Describing a plan or a timetable.
- Talk and write about the background of someone.
- Asking and answering about one's background.

II- Preparing:

- + Pupils have to review the main grammatical points of unit 1.
- + Teacher has prepared some practical exercises

III- Teaching procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
1- WARM-UP: 2- PRESENTATION:	- Ask pupils to work in groups to discuss about a pupil's daily routine in 2 minutes. - Call 2 representatives of the groups to say about the topic which has been discussed in front of the class. - Ask some others to comment, the winner is the person who says the most fluently. a. The present simple tense: - Ask pupils to work in groups to revise the formation and the use of the present simple tense. - Call 2 pupils to go to the board to write and explain the formation and the uses of the present simple tense. - Ask some others to comment. - Ask some pupils to give examples using the correct forms of verbs. - Comment and show the notes of the lesson.	- Work in groups to discuss - The representatives say in front of the class. - Comment - Work in groups to revise the simple present tense P1: The formation of the present simple tense: (+) S + V(-s) + O + A. - When the simple verbs are used in the in the present simple tense with the third personal pronouns, we have to add (-s, - es at the end of the verbs) (-) S + don't/ doesn't + V + O + A. (?) Do/ Does + S + V + O + A?	
	b. The use of Adverbs of frequency. - Ask pupils to work in groups to	- Write the forms of verbs on the board.	

	revise the use of the adverbs of frequency. - Call two pupils to go to the board to write some sentences with the adverbs of frequency. - Repeat the use of the adverbs of frequency. <u>c- The past simple tense:</u> - Call 2 pupils to go to the board to write the formation and the use of the tense. - Ask some others to comment. <u>d- The present perfect:</u> - Call 2 pupils to go to the board to write the formation and the use of the tense. - Ask some others to comment. <u>e- The present perfect vs. The past simple:</u> - Call 2 pupils to go to the board to write 2 sentences using the formation of the past simple and present perfect tenses. - Ask some others to comment.	P2: The uses of the present simple tense: - The present simple tense expresses the actions which are the hobbies, the actions which happen repeatedly or the schedule of a tour. - Work in groups to revise the use. - Say and repeat the use of the adverbs of frequency. - Write on the board: P1: The formation: (+) S + V-ed + O + A. (-) S + didn't + V + O + A. (?) Did + S + V + O + A? P2: The use of the past simple tense. - Write on the board: P1: The formation: (+) S + have/ has + VpII + O + A (-) S + haven't / hasn't + VpII + O + A (?) Have/ Has + S + VpII + O + A P2: The use of the past simple tense.
<u>3- PRACTICAL EXERCISES</u> <u>4- HOMEWORK:</u>	- Hang an extra board with exercises of speaking, writing and reading on the board. - Ask pupils to work in groups to do the exercises. - Ask some pupils to read the answers in front of the class. - Ask pupils to do the exercises - Ask pupils to revise the grammatical points.	- Work in groups to do the exercises. - Read the answers in front of the class. - Do the extras exercises the Test book - Revise the grammatical points.

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The 50th period

REVIEW LESSON

I- Aims: By the end of this lesson, Ss will be able to review the knowledge in Unit 3,4

+ Grammar:

- The present progressive
- The present progressive vs. The present simple
- *The future form* of the present progressive vs. *be going to*

+ Language functions:

- Talking about the plans in the future.

II- Preparing:

- + Pupils have to review the main grammatical points which they have already learnt.
- + Teacher has prepared some practical exercises

III- Teaching procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
1- WARM-UP	- Ask pupils to work in groups to prepare for the game of making plan for next weekend. - Call 3 representatives from the groups to talk about their plans in front of the class. - The winner is the one who has the	- Work in groups to discuss - Talk about their plans in front of the class	

	most detail talk about the plan. - Call on some pupils to comment in front of the class. - Give the correction if necessary.		
2- PRESENTATION	a. The present progressive: - Ask 2 pupils to go to the board to write the formation and talk about the uses of the present progressive tense. - Call on some pupils to comment about the formation and the uses of the present progressive tense. b. The present progressive vs. the present simple tense: - Ask pupils to work in groups to discuss about the differences of the formation and the uses of the two tenses. - Call on some pupils to talk about the differences in expression - How to make a complex sentence using the present progressive and the present simple tenses. c. The future form of The present progressive vs. “be going to”. - Call 2 pupils to go to the board to write the formation of each structure. - Ask the others to correct - Ask some pupils to give some examples for illustration.	+ Go to the board to write: P1: Formation: (+) S + is/ am/are + V -ing + O + A (+) S + is not/ am not/are not + V -ing + O + A (?) Is/ Am/Are + S + V -ing + O + A? P2: Talk about the uses of the tense. - Work in groups to discuss. - Talk about the differences in expression - Ask pupils to give examples to illustrate the use of the complex sentences using the present simple and the present progressive tense. - Write on the board: P1: (+) S + be + O + A (<i>in the future</i>). E.g: She is phoning him after finishing her work. P2: (+) S + be + going to + V-inf + O + A (<i>in the future</i>)	
3. PRACTICAL EXERCISES	- Hang an extra board with exercises of speaking, writing and reading on the board. - Ask pupils to work in groups to do the exercises. - Ask some pupils to read the answers in front of the class.	- Work in groups to do the exercises - Read the exercises in front of the class	

Lesson Plans : English 10

<u>4. HOMEWORK</u>	- Ask pupils to revise the grammatical points of the next lesson.	- Prepare the next lesson.	
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The 51st period

REVIEW LESSON

I- Aims: By the end of this lesson, Ss will be able to review the knowledge in Unit 5,6

+ Grammar:

- Reported speech.
- Conditional sentence type 1

+ Language functions:

- Talking about the plans in the future.

II- Preparing:

+ Pupils have to review the main grammatical points of reported speech and the conditional sentence type 1.

+ Teacher has prepared some practical exercises

III- Teaching procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>A-</u> <u>GRAMMAR</u>	<u>1- Reported speech:</u> - Ask pupils to work in groups to revise the formation of the reported speech: <i>statement</i> - Call on some pupils to say about the regulars of the reported speech and give some examples to illustrate in front of the class. - Call on some pupils to comment. - Correct and remark.	- Work in groups to revise the grammar. - P1: If the reporting verb is in the past tense such as: said, told, the verb in the reported clause will move one tense back. E.g: A- " I am going to HCM city" B- He told he was going to HCM city. - P2: If the reporting verb is in the present tense such as (says, asks) there is no tense change. E.g: A- The film will be on next week, B- She says the film will be on next week. - P3: "one tense back" is applied when we report the thoughts and feelings. E.g: I thought he was here at	

		the moment.	
	<u>2. Conditional sentence type 1:</u> - Ask pupils to work in groups to revise the main grammatical points of the conditional sentence type 1. - Call on some pupils to go to the board to repeat the formation and the use of the sentence. - Ask some others to comment and correct if necessary. - Ask pupils to work in pairs to give some more examples about the 1st conditional sentence.	- Go to the board to say about the Use and the formation of the sentence. P1: Formation: Main clause If clause present simple tense, Future tense P2: Say about the differences in use between “If clause” and “When clause” give some examples. + If I find your pen in my desk, I’ll give you. + When I arrive at school this afternoon, I’ll give that book to her. P3: + I’ll phone you when I finish my work. + If I pass the exams for university, my parents will give me a motorbike.	
<u>A- PRACTICAL EXERCISES</u>	- Hang an extra board with multi choice exercises and writing exercises. - Ask pupils to work in groups to do the exercises. - Ask some pupils to read the answers in front of the class.	- Work in groups to do the exercises. - Read the answers in front of the class.	

The 52nd period

REVIEW LESSON

By the end of this lesson, Ss will be able to review the knowledge in Unit 5,6

I- **Aims:** By the end of this lesson Ss will be able to:

+ *Practise doing the test*

II- **Preparing:**

+ Teacher has prepared some practical exercises as a Test and then copy to pupils

III- Teaching procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>DOING THE</u>	- Give pupils the test, ask		

Lesson Plans : English 10

<u>ORACTICAL EXERCISES</u>	pupils to do it individually. - Go around to help pupils if necessary. - Call some pupils to go to the board to write the answers. - Ask some pupils to comment and correct. - Give correct answers.	- Do the exercises individually - Write the answers on the board. - Discuss in groups to comment the answers on the board.	
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The 53rd period

REVIEW LESSON

Lesson Plans : English 10

I- Aims:

+ *Practise doing the test*

II- Preparing:

+ Teacher has prepared some practical exercises as a Test and then copy to pupils

III- Teaching procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	<i>Notes</i>
<u>DOING THE ORACTICAL EXERCISES:</u> - Give pupils the test, ask pupils to do it individually. - Go around to help pupils if necessary. - Call some pupils to go to the board to write the answers. - Ask some pupils to comment and correct. - Give correct answers.	- Do the exercises individually - Write the answers on the board. - Discuss in groups to comment the answers on the board.	

(TIME: 45 MINNUTES)

Lesson Plans : English 10

PHẦN NGŨ ÂM

Bài 1: Tìm một từ có phần gạch có cách phát âm khác với các từ còn lại.

1. A) feather B) leather C) feature D) measure
2. A) walked B) frightened C) laughed D) stamped
3. A) won B) mum C) done D) gone
4. A) accident B) success C) accurate D) accept
5. A) recognize B) continent C) transitive D) official

Bài 2: Tìm từ có dấu trọng âm chính rơi vào âm tiết có vị trí khác với các từ còn lại

6. A) involve B) release C) conceal D) phosphate
7. A) average B) aquatic C) athletic D) available
8. A) dictionary B) interview C) prediction D) satisfy
9. A) relax B) goalkeeper C) original D) collection
10. A) journey B) technique C) extinct D) existence

PHẦN TỪ VỰNG, NGŨ PHÁP

Bài 3: Chọn các phương án A, B, C hoặc D để hoàn thành các câu sau (từ vựng).

11. Imagination _____ facts A) outruns B) outplays C) outlays D) outlives
12. He was homesick, and he _____ all his family and friend. A) lost B) desired C) lacked D) missed
13. The meeting will be _____ to discuss the matter further. A) run B) had C) held D) occurred
14. I dread _____ what would have happened if there'd been an accident.
A) to think B) the thought C) to thinking D) thinking
15. Will they be _____ on the spot? A) All are correct B) fired C) dismissed D) sacked
16. Don't.....while I'm speaking. A) interchange B) interfere C) intrude D) interrupt
17. It's a.....to show visitors around Paris. A) pleasurable B) pleasure C) please D) pleasing
18. The room was noisy and not very _____ for studying. A) suitable B) fitted C) suited D) proper
19. _____ a flat with someone is cheaper than living on your own. A) Sharing B) Dividing C) Halving D) Cutting
20. The _____ built onto the back of the house provided valuable extra space.
A) development B) enlargement C) expansion D) extension

Bài 4: Chọn các phương án A, B, C hoặc D để hoàn thành các câu sau (ngữ pháp).

21. He is the good colleague _____.
A) for us to work with B) to work for us with C) for working with us D) to us for working with

Lesson Plans : English 10

22. Most people spend _____ they earn each month. A) little than B) as much as C) not much as D) as many as
23. _____ there is not enough information on the effects of smoke in the atmosphere, doctors have proved that air pollution causes lung diseased. A) Although B) Therefore C) In spite of D) However
24. The company _____ employees are on strike is closing down for two weeks. A) which B) whose C) whom D) who
25. American Beauty was the _____ film that year. A) best B) worse C) boring D) better
26. I'm not short. I'm just _____ tall as Hans. A) to B) that C) than D) as
27. By the end of the year, she _____ with a degree in business.
A) will already graduate B) already graduates C) will have already graduated D) has already graduated
28. The custom _____ because men on horseback had a practice of running each other through with swords.
A) came into being B) came into force C) came into fashion D) came into power
29. Millions of men and women in four continents _____ their first language, and millions in every part of the world use it as their second or foreign language. A) have English as B) having English as C) who speak English as D) speaking English as
30. There _____ considerable improvements in agriculture since World War II.
A) were B) has been C) have been D) was

PHẦN VIẾT

Bài 5: Xác định một lỗi sai trong 04 phương án được gạch chân sau.

31. Until(A) I got (B) enough money, the picture that(C) I wanted had sold(D).
32. Most(A) sedimentary rocks start forming(B) when grains of clay, silt, or sandy(C) settle in river valleys or on(D) the bottoms of lakes and oceans.
33. The guard offered to lend(A) me his(B) mobile but(C) I just thanked him about(D) that.
34. The(A) vacuum tube did(B) an important(C) contribution to the early growth(D) of radio and television.
35. Only when (A) I am hungry I like(B) eating(C) rice and fish(D).

Bài 6: Chọn một phương án đúng nhất để hoàn thành các câu sau.

36. My sister was born _____. A) at 1975, in April B) 1975, at April C) on April, 1975 D) in April, 1975
37. If Mathew _____ his alarm o'clock, he wouldn't have overslept.
A) have set B) had set C) set D) was setting
38. "You don't know where Karen is, _____?" "Sorry, I've no idea."
A) don't you B) are you C) do you D) aren't you

Lesson Plans : English 10

39. I didn't hear you _____.in. You must have been very quite. A) come B) came C) to come D) be coming
40. At nine o'clock yesterday morning we _____quietly for the news. A) wait B) was waiting C) are waiting D) were waiting

PHẦN ĐỌC HIỂU

Bài 7: Chọn phương án đúng nhất để hoàn thành các chỗ trống trong bài viết sau.

Rivers are one of the most (1)____resources. Most of the big cities in the world are on large rivers and almost every country has at least one river that (2)____an important part in the lives of its people. Besides transportation, rivers provide people with food and water.To get water for crops, a (3) ____is built across a river. People can use water not only to irrigate (4)____to make electricity. However, several rivers are (5)____when industries develop.It is necessary to keep rivers clean if people want to get benefits of the natural resources.

41. A) natural B) nation C) nature D) naturally
42. A) demands B) plays C) makes D) chooses
43. A) dam B) pond C) well D) pool
44. A) either B) or C) but also D) nor
45. A) polluted B) pollution C) polluting D) pollute

Bài 8: Đọc đoạn văn sau đó chọn phương án đúng nhất để trả lời các câu hỏi.

As more women in the United States move up the professional ladder, more are finding it necessary to make business trips alone. Since this is new for many, some tips are certainly in order. If you are married, it is a good idea to encourage your husband and children to learn to cook a few simple meals while you are away. They will be much happier and probably they will enjoy the experience. If you will be eating alone a good deal, choose good restaurants. In the end, they will be much better for your digestion. You may also find it useful to call the restaurant in advance and state that you will be eating alone. You will probably get better service and almost certainly a better table. Finally, and most importantly, anticipate your travel needs as a businesswoman : this starts with lightweight luggage which you can easily manage even when fully packed. Take the folding case inside your suitcase, it will come in extremely handy for dirty clothes, as well as for business documents and papers you no longer need on the trip. And make sure you have a briefcase so that you can keep currently required papers separate. Obviously experience helps, but you can make things easier on yourself from the first by careful planning, so that right from the start you can really have a good trip.

Lesson Plans : English 10

46. Who is the author's intended audience ?
- A) Working women who have no time for cooking
 - B) Working women who must travel on their own
 - C) Husband and children of working women
 - D) Hotel personnel who must cater to working women
47. Which of the following can be inferred from the passage ?
- A) A greater percentage of women are advancing professionally in the US than previously
 - B) Each year there are more female tourists in the United States.
 - C) Professional men refuse to accompany their female colleagues on business trip.
 - D) Businesswomen become successful by showing a willingness to travel alone.
48. In this passage, what advice does the author have for married women ?
- A) Stay home and take care of your family.
 - B) Help your family learn to prepare food for themselves.
 - C) Encourage your husband and kids to be happy and have fun while you are away.
 - D) Have your whole family take gourmet cooking classes together.
49. Why are better restaurants especially preferable for frequent travellers ?
- A) The food is usually better for your health.
 - B) You can call ahead for reservation.
 - C) The tables are better.
 - D) You will not have to eat alone.
50. Why is lightweight luggage important for the travelling businesswomen ?
- A) It provided space for dirty clothes.
 - B) It can double as a briefcase.
 - C) It allows for mobility.
 - D) It is usually big enough to carry all business documents.

period 54

Unit 9: Undersea world
Lesson 1 :Reading

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to read a passage of 240-270 words for general or specific information about undersea world.

***New words:** words related to oceans

* **Skill:** Reading for gist and for specific information

II. Method: Integrated mainly communicative

II. Teaching aids: Textbook, an A₀-sized map, hand-outs

III. Procedure:

	<i>Teacher's activities</i>	<i>Student' activities</i>	
<u>Warm-up</u> 3'	- Teacher shows some pictures of animals in the sea and ask questions: • What's this? • Where does it live? - Show the world map and ask students	- Look at the pictures and answer the questions: - It's a fish. - It lives in the sea. - Look at the map and give the	

Lesson Plans : English 10

Pre-reading 5' While-reading 25' Post-reading 10' Homework	to give the Vietnamese names for the oceans on the map - Show the pictures and introduce to students how to practise - Let them work in pairs - Walk round and help students if necessary - Ask students to look through the passage - Play the cassette player - Help students read the passage - Explain pronunciation and meaning of the new words which appear in the passage - Ask students to read loudly the difficult words in chorus Task 1 Gap-filling - Ask students to do task 1 - Walk round and help students - Ask two students to write their answers on the board - Correct mistakes Task 2 Answering the questions - Ask students to read the passage again then answer the questions - Walk around and provide help if necessary - Call two students to give their answers on the board - Correct the answers Completing the summary - Ask students to complete the summary of the reading passage by filling each blank with a word or phrase given in the box below	Vietnamese names for the oceans: Artic Ocean Pacific Ocean Atlantic Ocean - Look at the pictures - Listen to the teacher and practise in pairs A: Can you name this sea animal? B: It's a seal. - Look through the passage - Listen to the tape - Practise speaking - Ask teachers some new words - Listen to the teacher - Read in chorus - Do task 1 individually <u>Key:</u> 1.tiny-2.investigate-3.gulf-4.biodiversity-5.samples - Read the passage again then answer the question <u>Key:</u> 1.75% of the earth's surface 2. By using modern devices 3. They investigate the seabed and bring samples of marine life back to... - Listen to the teacher - Complete the task <u>Key:</u> 1.three-quarters; 2.mysterious; 3.modern; 4.discoveries; 5.biodiversity;6.huge; 7.plants and animals; 8.closely connected
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Lesson Plans : English 10

2'	- Walk round and help students if needed - Call 2 students to give their answers on the board - Correct the answers - <i>Ask students to do Part A (p.53) in workbook and prepare Part B. Speaking at home</i>	- Listen to the teacher and write down in the notebooks	
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Unit 9: Undersea world

period 56

Lesson 2 :Speaking

I. Objectives:

* **Aim:** By the end of the lesson, Ss will be able to talk about some ways to protect sea animals and environment.

* **Language:** sentences and expressions for making suggestions about the protection of the sea environment

* **Skill:** Fluency in expressing opinions and making suggestions about the protection of the sea environment

II. Method: Intergrated, mainly communicative

III. Teaching aids: textbook, some pictures showing the sea environment

IV. Procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>
Pre-speaking 8'	Questions and answers - Ask students to keep books close - Ask students the questions: * How will you feel when your classroom is dirty? * What will you do if there are a lot of papers or plastic bags in your classroom? Lead-in - Show the pictures about the sea environment - Say: "Now, our environment and beaches are filled with plastic bags, pieces of glass and cigarette butts. This makes the environment polluted and endangers sea plants and animals. To protect our ocean, we'll discover how to do it through this unit"	- Listen to the teacher and answer the questions: - We'll feel not well. A: We'll put rubbish in the dustbins. B: We'll place papers and plastic bags in proper dustbins. - Look at the pictures - Listen to the teacher
While-speaking 25'	Task 1 Ordering - Ask students to do task 1 in pairs - Walk round and provide help	- Do the task 1 in pairs We should place rubbish and plastic bags in proper dustbins

Lesson Plans : English 10

[illegible]

period 57 **Unit 9: Undersea world**
Lesson 3 :Listening

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to listen to some information about whales

***Language:** Words related to whales

***Skill:** Listening for specific information

II. Method: Intergrated, mainly communicative

III. Teaching aids: textbook, tapes, some pictures of the whales

IV. Procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
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Warm-up: 3' Pre-listening 7' While-listening 32'	Questions and answers - Show the picture of the whale and ask students some questions: • What is this? • What do you know about whales? - Ask students to keep books close - Ask students the questions: 1. Do you think whales are fish? Why? 2. Why do people keep hunting for whales? * Listen and repeat: - Introduce the new words - Turn on the cassette player - Ask students to read in chorus then individually Task 1 T/F statements - Ask students to read and explain 5 questions in task 1 - Explain some words or phrases which students cannot understand - Ask students to listen to the tape twice and do task 1 - Turn on the tape - Ask 2 students to give their answers on the board - Correct the answers then explain them Task 2 Answering the question - Ask students to read 6 questions in task - Explain some new words or difficult phrases - Play the tape - Ask students to listen to the tape again and answer the questions - Call 2 students to give their answers on the board - Correct the answers	- Look at the picture and answer the questions - It is a whale. - They are very big and they live in the sea... - Answer the questions: 1. Whales are not fish because they raise their young on milk. 2. Because they want to catch whales for food, oil, leather and other products - Listen to the teacher - Listen to the tape carefully - Read in chorus then individually - Read the questions in task 1 independently - Ask teacher some new words then take notes - Listen to the tape carefully and do the task <u>Key:</u> 1.F - 2.T - 3.T - 4.F - 5.T - Read the questions and ask teacher some new words if necessary -Listen to the tape -Answer the questions <u>Key:</u> 1. The blue whales grow to 30 metres in length and over 200 tons in weight. 2. Because there is a lot of krill-their favourite food in cold
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<u>Post-listening</u> 10' <u>Homework</u> 2'	Talking about the whales - Introduce to students how to talk about whales using the following cues + Their length and weight + Their feeding grounds and food + The reasons for protecting whales - Let them work in groups - Ask some students to stand up to talk about whales - Listen and correct mistakes - Ask students to rewrite the description of the whale at home - Ask students to prepare the part Writing at home	waters. 3. Cold water in the north and South Atlantic ocean and the north and south Pacific ocean are their favourite feeding grounds. 4. Heavy hunting is the main reason for the decrease in whale population 5. They have asked the international whaling commission to stop most whaling. 6. If we didn't take any measure to protect whales, they would disappear forever. - Practise speaking in groups - The students who are called stand up to talk about whales - Listen to the teacher and write down	
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period 58

Unit 9: Undersea world
Lesson 4 :Writing

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to write a short paragraph of 100-120 words about sea animals.

* **New words:** Words related to sperm whales and dolphins

***Skill:** Describing information from a table about animals' lives

II. Method: Intergrated, mainly communicative

III. Teaching aids: textbook, some pictures of sperm whales and dolphins

IV. Procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Pre-writing:</u> 19'	Questions and answers - Show the pictures of sperm whales and dolphins and ask students the question: * What is this? * How do you know about sperm whales? * How do you know about dolphins? * Have you ever described an animal? * Is it easy or difficult to describe an animal? - Introduce new lesson Task 1 Completing the table	- Look at the pictures - Listen to the teacher and answer the questions: A: It's a sperm whale. B: It's a dolphin. C: They are the biggest animals on the earth... D: They are not fishes. E: They are among the most intelligent animals... - Listen to the teacher and answer the questions: A: Yes, I have. B: It is difficult to describe an animal.	

Lesson Plans : English 10

<u>While-writing</u> 17' <u>Post-writing</u> 7' <u>Homework</u> 2'	- Ask students to work in pairs - Ask students to read the description of the sperm whale - Explain some new words - Give cues to students then ask them to complete the table that follows: * Where are sperm whales? * Which ocean do they prefer? * Would you tell me the length and the weight of a male/ female whale? * In your mind, whales are fishes? * How long is a gestation period? * How many years can whales be? - Ask students to give their answers - Correct the answers Task 2 Writing about dolphin - Ask students to write a paragraph that describes the facts and figures provided in the table about the dolphin - Walk round and help students if necessary Correction - Ask students to stand up to read their paragraphs - Listen and correct mistakes - Ask students to do part D. Writing (p.57) in workbook and prepare part Language Focus at home	- Work in pairs - Read the passage - Ask the teacher some new words which can't be understood - Answer the teacher's questions - Complete the table that follows: - The students who are asked give the answers on the board - Work individually - Give writing-products - The students who are asked stand up to read the paragraph Ex: Dolphins are not fish. They are mammals that live in the water. Dolphins are among the most intelligent animals on Earth. Although they can be found in all oceans in the world, dolphins prefer coastal water and bays... - Listen to the teacher and write down
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Unit 9: Undersea world

period 59

Lesson 5: Language focus

I. Objectives:

***Aim:** By the end of the lesson, Ss will be able to:

- pronounce exactly and fluently the sounds / **iə**/ - / **eə**/ - / **ʊə**/ in words and in sentences.

Lesson Plans : English 10

- use **should** and **conditional sentence type 2** in speaking and writing.

II. Method: Intergrated, mainly communicative

III. Teaching aids: Textbook, tape, cassette player

IV. Procedures:

	<i>Teacher's activities</i>	<i>Students' activities</i>	
Warm-up 4'	Finding the sounds - Ask students to close the books - Write the sentence on the board: 1. Are you <u>sure</u> he is <u>poor</u>? 2. Is <u>there</u> a <u>square</u> <u>near</u> <u>here</u>? - Asks students to read loudly the sentences on the board in chorus - Ask students: What sounds are you learning today? - Ask students to show: / i / - / / - / / in the sentences - Introduce new lesson	- Look at the board and listen to the teacher - Read aloud in chorus / / - / / - / / - Read loudly the words: / /: near, here / /: there, square / /: sure, poor	
Pronunciation 8'	+ Listen and repeat - Ask students to open the books and read aloud the words or turn on the tape: + Practise these sentences - Turn on the tape - Let students listen to the tape each sentence and ask students to repeat - Ask students to pick out the words containing the sound: / / - / / - / - / / in groups - Call on some students to read aloud the sentences in front of the class - Check and correct pronunciation	- Listen and repeat the words in chorus then individually - Listen to the tape and repeat each sentence - Work in groups / /: beer, dear, idea... / /: where, wear... / /: sure, poor, actually... - The students who are called stand up to read the sentences loudly	
Grammar and vocabulary 30'	1. Should - Explain the forms: 1. S + should + V (infinitive) 2. Conditional sentence type 2: If-clause , main clause Simple past , would + V (infinitive) Should Could 	- Look at the board - Listen to the teacher and write down	

- Say: "They are used to advise somebody to do or not to do something" <u>Exercise 1</u> - Ask students to do exercise 1 with "should" or "shouldn't" - Walk around and help students if necessary - Ask two students to write their answers on the board - Correct mistakes <u>Exercise 2</u> - Ask students to read the situations and write sentences with I think/ I don't think ... should ... - Ask students to work in pairs - Walk round and help students if needed - Call two students to give their answers on the board - Correct mistakes and answers - Explain the form: <i>I think/I don't think +S +should+V</i>	- Listen to the teacher and do the task - The students who are called write the answers on the board <u>Key:</u> 1. She should go away for a few days. 2. You should look for another job. 3. He shouldn't go to bed so late. 4. You should take a photograph. 5. She shouldn't use her car so much. 6. He should put some pictures on the walls. - Listen to the teacher and correct mistakes - Listen to the teacher then do task 2 - The students who are asked go to give the answers on the board <u>Key:</u> 1. I don't think they should get married. 2. I think smoking should be banned, especially in restaurants. 3. I don't think you should go out this evening. 4. I think the boss should resign. - Correct mistakes and write down - Listen to the teacher and do task 3 - Work in pairs
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	2. Conditional sentences type 2 <u>Exercise 3</u> - Ask students to put the verbs into the correct form - Let students work in pairs - Walk round and help students if necessary - Call two students to give their answers on the board - Correct mistakes and correct the answers - Explain the forms: If-clause , main clause Simple past , should + V(infinitive) Could Wouldn't Couldn't - Ask students to do exercises in part B.Language Focus (p.54) in workbook at home - Ask students to prepare part Reading – Unit 10 at home	- The students who are called give the answers on the board <u>Key:</u> 1. didn't – 2. would feel 3. would take – 4. refused 5. would not get – 6. closed down 7. pressed – 8.should be 9. did not come – 10. borrowed – 11. walked 12. would understand - Correct mistakes and write down
Homework 3'		- Listen to the teacher and write down in notebooks

Unit 10: Conservation

Period 60:

Lesson 1: Reading

I. Objectives:

1. **Educational aim:** Students will be able to:

- understand that forest and the earth give us a lot of valuable things
- get information about destroying the earth, forest and animal

2. **Knowledge:**

- General knowledge: By the end of the lesson:

- students can enlarge their knowledge about the earth, forest
- students will know how important is the earth in our lives and do something to save the earth

- New words: words related to forest and animal

3. **Skill:** Improve reading comprehension through Matching and answering questions

II. Method: Integrated, mainly communicative

III. Teaching aids: Textbook, hand-outs

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	
Warm-up: (3 minutes) - Ask students some questions 1. What is the meaning of the word "conservation"? 2. Why do you have to protect forests and animals? 3. How do you protect your earth? - Ask students to work in pairs and give their answers - Give comments Pre-reading: (5 minutes) - Ask students some questions:	- Answer the questions in pairs: 1. Conservation is the protection of natural things such as plants and animals. 2. Because forests give us a lot of valuable things. 3. We shouldn't pollute the air, cut plants... - Answer the questions 1. Yes, I have.	

Lesson Plans : English 10

1. Have you ever visited a zoo or a forest? 2. What animals are you interested in? 3. Do we need to protect animals and forests? - Say: "Ok, we have to protect animals and forests because forests give us many valuable things. Today, we study Unit 10 to know how important are forests and animals in our lives" <u>While-reading: (26 minutes)</u> <u>Task 1</u> - Ask students to read all words in A and definition in B then read the passage to find the words which appear in the passage - Ask students to match the words with a suitable definition in B - Let students work in pairs - Walk round the class and give comments when students need help - Call on some students to explain their answers in front of the class - Give correct answers 1.c – 2.a – 3.d – 4.b <u>Task 2</u> - Ask students to read the statements carefully before doing the task - Ask students to scan the passage to get specific information and encourage them to guess whether those statements are T or F - Let students work in pairs - Go around the class and provide help when necessary - Check the answer in front of the class - Give correct answers: 1.F-2.I-3.T-4.T-5.F-6.T <u>Task 3</u> - Ask students to read all main ideas in	2. I'm interested in tiger 3. Yes, we do. - Read the passage and do task 1 - Work in pairs - Listen to their friends' answers - Copy down the teacher's correction - Read the statements - Work individually - Work in pairs - Correct the answers - Read the main ideas - Read the passage again - Work in groups - Correct answers
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Lesson Plans : English 10

task 3 - Ask students to read the passage again and choose the most suitable main idea for each paragraph - Ask students to work in groups - Go around and provide help if needed - Call on some students to give their answers - Give correct answers <u>Paragraph A:</u> Main idea: Forests give us a lot of valuable things <u>Paragraph B:</u> Main idea: We can not live without water <u>Paragraph C:</u> Main idea: Lets do something to save the earth <u>Post-reading: (10 minutes)</u> - Ask students to read the passage again and then answer the questions - Tell students to find and underline the information that support the answers - Ask students to work in pairs - Call on some students to give their answers - Give correct answers: 1. The loss of much forest is destroying the earth. 2. Man and most animals need a constant supply of water to live. Farmers need water for the crops 3. We should stop polluting rivers and seas and stop the disappearance of plants and animals. <u>Homework: (1 minutes)</u> - Ask students to discuss the question: “What should we do for the future of planet?”	- Read the passage again - Work in pairs - Correct answers - Listen to the teacher and write down
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Unit 10: Conservation

Period 61

Lesson 2: Speaking

I. Objectives:

1. **Educational aim:** Students should understand how to talk about the protection of many valuable animals by reconstructing the animals' natural environment
2. **Knowledge:**
 - General knowledge: By the end of the lesson, students will be able to talk about plans to protect animals
 - New words: Words related to animals
3. **Skill:** Fluency in speaking about the conservation of many natural animals

II. Method: Intergrated, mainly communicative

III. Teaching aids: textbook, hand-outs

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>													
<u>Pre-speaking: (9 minutes)</u> - Give hand-outs and explain how to do: below is a list of animals. Classify them to the following categories <table border="1"> <tr> <td>Farm animals</td><td>Wild and zoo animals</td><td>Pets</td></tr> <tr> <td></td><td></td><td></td></tr> </table> horse, elephant, monkey, sheep, pig, tiger, lion, cat, fish, panda, tortoise - Ask students to work in pairs - Check the answers in front of the class - Give correct answers <table border="1"> <tr> <td>Farm animals</td><td>Wild and zoo animals</td><td>Pets</td></tr> <tr> <td>Horse, sheep, pig, fish</td><td>Elephant, monkey, tiger, lion, panda, tortoise</td><td>Cat, fish</td></tr> </table> - Raise the question: What animals are in danger? - Say: "Ok, nowadays, many kinds of valuable animals are in danger.	Farm animals	Wild and zoo animals	Pets				Farm animals	Wild and zoo animals	Pets	Horse, sheep, pig, fish	Elephant, monkey, tiger, lion, panda, tortoise	Cat, fish	- Listen to the teacher - Work in pairs and do the task - Copy down - Answer the question They are elephant, tiger, lion, tortoise ect. - Listen to the teacher	
Farm animals	Wild and zoo animals	Pets												
Farm animals	Wild and zoo animals	Pets												
Horse, sheep, pig, fish	Elephant, monkey, tiger, lion, panda, tortoise	Cat, fish												

Lesson Plans : English 10

Such as: elephant, tiger... so how people do to protect them. Now, we will come to part B: Speaking and find how people protect them” While-speaking: (25 minutes) Task 1 - Ask students to read the paragraph first - Ask students to work in pairs - Go around the class and check - Call on some students to read their answers - Give correct answers 1. It is used to provide as natural an environment as possible for the animals. 2. The places where endangered species can develop. Animals can live in natural environment. They are not the places where animals are imprisoned. - Ask some students to translate into Vietnamese - Give comments Task 2 - Ask students to read all statements then put a tick in the right box to show their agreement or disagreement - Let students work in pairs - Go around the class and provide help when needed - Check the answer in front of the class - Give correct answers: 1. Yes- 2.No- 3.Yes- 4.Yes- 5.Yes Task 3 - Ask students to read all statements - Ask students to work in pairs - Go around the class and provide help if necessary	- Read the passage - Work in pairs - Correct answers - Read all the statements - Work in pairs - Copy down the answers - Read all the statements - Work in pairs - Do discussing	
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Lesson Plans : English 10

- Call on some students to discuss the advantages and disadvantages of zoos of the new kind - Encourage students to make some dialogues - Give comments and suggestions <u>Advantages:</u> + the conditions the animals are in + the animals that people can visit <u>Disadvantages:</u> + the money spent on reconstructions of the animals natural environment + the dangers that the keeper may have Post-speaking: (10 minutes) Task 4 - Ask students to make group reports - Go around and provide help when needed - Call on some students to present their report in front of the class - Give comments Homework: (1 minutes) - Ask students to write a short paragraph about the animals' natural zoo	- Make group reports - Work in pairs - Listen to their friends' reports - Listen to the teacher and writedown	
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Unit 10: Conservation

Period 62

Lesson 3: Listening

I. Objectives:

1. **Educational aim:** Students can listen and understand some information about a forest fire

2. Knowledge:

- General knowledge: By the end of the lesson, students can be able to:
 - Listen and talk about some causes of a forest fire
 - Know how to care for their great forests and save them from fire
- Language: Words related to whales

Lesson Plans : English 10

3. **Skill:** Listening for gist and specific information

II. Method: Intergrated, mainly communicative

III. Teaching aids: textbook, board

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Pre-listening:</u> (14 minutes) - Raise the question: What may cause a forest fire? - Ask students to work in pairs - Call some students to read their answers - Give comments - Give suggested answer: Some reasons may cause a forest fire + A campfire near a heap of leaves may easily cause a forest fire + In late summer, forest may easily catch fire - Ask students to close their books - Ask students to listen all the words related to the paragraph and repeat <u>While-listening:</u> (20 minutes) Task 1 - Ask students to read all events carefully before listening - Encourage students to guess - Ask students to do the task individually first - Play the tape and ask them to number the events in the order they hear - Has students compare their answers with their friends - Call on some students to give their answers - Give correct answers: 3, 2, 5, 1, 4 Task 2: True or False - Ask students to guess if the statements are T or F before listening - Ask students to listen and decide whether those statements are T or F	- Listen to the teacher and answer the question - Work in pairs Listen to the teacher - Close the books and listen to the tape - Read carefully - Work individually - Listen to the tape and number the events - Work in pairs - Listen to their friends' answers - Correct answers - Try to guess Listen carefully - Work individually - Correct mistakes - Read all sentences - Work individually - Compare their answer with their friends	

Lesson Plans : English 10

- Ask students to work individually - Call on some students to read their answers - Give comments and give correct answers: 1.F - 2.F - 3.T - 4.T - 5.F Task 3 - Ask students to read all sentences - Ask students to work individually - Ask students to listen and tick the sentences they hear - Has students compare their answers with their friends - Call on some students to read their answers - Give comments and correct answers: 1.B – 2.A – 3.A Post-listening: (10 minutes) - Ask students to work in pairs to discuss how a forest fire may start and what every ought to remember - Go around the class to provide help if necessary - Call on some students to present their topics - Give comments Homework: (2 minutes) - Ask students to write a short paragraph about “What may cause a forest fire?”	- Copy down - Work in pairs - Listen to their friends’ topics - Listen to the teacher and write down
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Unit 10: Conservation

Period 63

Lesson 4: Writing

I. Objectives:

1. **Educational aim:** Students can write a letter of invitation

2. **Knowledge:**

- General knowledge: By the end of the lesson, students will be able to write a letter of invitation

- New words: Words related to invitation verb-phrases

3. **Skill:** Writing a letter of invitation

II. Method: Integrated, mainly communicative

III. Teaching aids: textbook

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Pre-writing: (10 minutes)</u> - Ask students some questions: 1. Have you written a letter of invitation? 2. What are some expression do you write in a letter of invitation? - Ask students to work in pairs - Call on some students to read their answers - Give suggested answers * Would you like to go out this evening? * Why don't you go to the cinema with me? * Let's go to the cinema. - Say: "There are many expressions those you can use to write a letter	- Answer the questions - Work in pairs - Copy the answers - Listen to the teacher	

Lesson Plans : English 10

of invitation. Today, we study part D. Writing to study how to write a letter of invitation” While-writing: (20 minutes) Task 1 - Tell students to read all sentences quickly - Explain some new structures: + How about + V-ing + Do you feel like + V-ing + Would you like + to infinitive + Are you free + to infinitive + Why don't you + bare infinitive + Shall we + bare infinitive + Can you + bare infinitive - Ask students to write out the sentences by matching the first half in A with the most suitable half in B - Ask students to work in pairs - Go around to provide help if necessary - Call on some students to read their answers - Correct and give suggested answers: 1.e – 2.g – 3.a – 4.h – 5.i – 6.d – 7.e – 8.b Task 2 - Ask students to read task 2 - Ask students to fill each blank in these invitation letters with a suitable expression - Let students work in pairs - Go around to provide help - Ask students to give their answers - Correct and give suggested answers 1. would you like 2. Are you free/ do you like 3. Can you/ let's Post-writing: (14 minutes) Task 3	- Read quickly - Copy down - matching - Work in pairs - Correct answers - Read the task - Work in pairs - Listen to their friends' answers - Correct the answers - Read the cues - Write letter individually - Find out mistakes and give comments - Listen to the teacher and write down
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Lesson Plans : English 10

- Ask students to read the cues quickly - Ask students to write a letter, using the cues - Go around to give help if necessary - Call on some students to read their letters in front of the class - Correct and give suggestion <u>Homework: (1 minutes)</u> - Ask students to rewrite a letter		
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Unit 10: Conservation

Period 64

Lesson 5: language focus

I. Objectives:

1. **Educational aim:** Students can pronounce 2 sounds /b/ and /p/ correctly and understand how to use the passive voice

2. Knowledge:

- General knowledge: By the end of this lesson, students will be able to:
 - pronounce the sounds /b/ - /p/ clearly and correctly
 - transform the active voice sentences into the passive voice sentences

Lesson Plans : English 10

- New words: words related to sounds /p/ - /b/ and the passive voice

3. **Skill:** - Pronounce the sounds: /p/ - /b/ correctly

- Grammar: passive voice

II. Method: Intergrated, mainly communicative

III. Teaching aids: Textbook, tape, cassette player, handout

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Pronunciation: (10 minutes)</u> + Listen and repeat - Demonstrate the sounds /p/ - /b/ by pronouncing them clearly and slowly - Write on the board some words related to 2 sounds /p/ and /b/ /b/: bee, ban, bad, bright /p/: pea, pan, power - Ask students to read loudly - Call some students to repeat the sounds clearly - Check and correct their pronunciation + Practise these sentences - Ask students to work in pairs and practice the sentences - Go around and help students - Call on some students to read the sentences loudly <u>Grammar: (34 minutes)</u> The passive voice Be + P2 a. Simple present passive: - Give examples: <i>I am not invited to parties very often.</i> <i>The floor is cleaned by my mother.</i> - Ask students to read all sentences - Ask students to give form of simple present passive - Give correct form: S + am/is/are + P2 - Ask students to make sentences	- Listen to the teacher - Copy down - Read in chorus - Listen and repeat - Work in pairs - Practise the sentences - Listen to the teacher and write down - Read all the sentences in chorus - Give the form - Listen to the teacher and take notes - Read in chorus - Give form	

Lesson Plans : English 10

b. Present progressive passive: - Give some examples <i>Many new roads are being built in this city.</i> <i>The earth is being threatened.</i> - Ask students to read all sentences - Ask students to give form of present progressive passive - Give comments - Give correct form: S + am/is/are + being + P2 - Ask students to give some examples <u>Exercise 1</u> - Ask students to do exercise 1 - Has students compare their answers with a friend - Check the answers in front of the class - Give suggested answers: 1. were reported 2. grown 3. be spoken 4. am not invited 5. are being built <u>Exercise 2</u> - Ask students to do exercise 2 - <i>Go around and give help if necessary</i> - <i>Call one student to do exercise 2</i> - <i>Check the answers in front of the class</i> - <i>Give correct answers:</i> 1. <i>came/ had started/ were</i> 2. <i>is standing/ is photographed</i> 3. <i>have/ told</i> 4. <i>was laid/ decided</i> 5. <i>are... planted</i> <u>Exercise 3</u> - Ask students to do exercise 3 - Go around and help students - Call on one some students to give	- Copy down - Do the task - Work in pairs - Give answers - Correct the answers - Do individually - Look at the board and find out mistakes - Correct answers - Work in pairs - Find out mistakes - Correct mistakes - Copy down	
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Lesson Plans : English 10

answers - Correct mistakes - Give correct answers: 1. was organized 2. arrived 3. were met 4. taken 5. were cleaned/ had been cleaned 6. were put/ had been put 7. was 8. prepared 9. made 10. were sewed Homework: (3 minutes) - Ask students to do exercise in workbook - Ask students to prepare Unit 11 at home	- Listen to the teacher and write in the notebooks	
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Unit 11: National parks

Period 65

Lesson 1 : Reading

I. Objectives:

1. **Educational aim:** Students should know about some kinds of forests and the useful forests to our lives

2. Knowledge:

- General knowledge: By the end of the lesson, students can know information of some national parks

- Language: Students read and talk about forests

- New words: words related to forests: trees, animals, mountains...

3. **Skill:** Reading for general or specific information

II. Method: Intergrated, mainly communicative

III. Teaching aids: Textbook, some photos of forests or national parks

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	
Warm-up: (3 minutes) - Give the picture of forest and ask some questions: * What can you see in the picture? * What can forests provide us with? * Can they help us protect the environment?	- Observe the picture - We can see trees, animals, mountains... - They provide us with tree, food, animals, some products of trees...	

<u>Pre-reading: (7 minutes)</u> - Ask students some questions about forests, parks... * Can you tell about some national parks in Viet Nam? * Have you ever visited some of them? * Where is Cuc Phuong? <u>While-reading: (22 minutes)</u> - Let students open the books and observe three pictures which are about three national parks in Viet Nam, Kenya, USA... - Let students read three paragraphs silently and find some main information - Ask students to work in groups to answer some questions about each National Park - Cuc Phuong: 1. How far is it from Ha Noi? 2. What is the area of Cuc Phuong? 3. What is the best time to visit? - Ask students to continue asking about other parks <u>Task 1</u> - Ask students to work in pairs to find words that suits each of the definitions best - Listen and remark <u>Task 2</u>	- Yes, they keep the environment clean - Work in pairs and answer the questions: - They are Cuc Phuong, Cat Tien, Cat Ba, U Minh, Bach Ma... - Yes, we have. We have visited Cuc Phuong. - It's in Ninh Binh. - Open the books and give the located parks in each country - Practise reading - Work in groups and answer the questions 1. It's about 160 km 2. It's over 200 square kilometres. 3. It's from October to April - Work in pairs 1. Establish: to start an organization 2. Contain: to have something inside 3. Species: a group/ groups of animals or plants 4. Survival: a state of continuing to live... - Work in pairs and then each pair asks and answers the questions + What is the area of the rainforest in Cuc Phuong? - It's 200 square km + Why would November be a suitable time to visit this park? - Because the weather is dry. - Work in groups
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Lesson Plans : English 10

- Has students practise answering the questions - Go around to listen and help them if necessary <u>Post-reading: (10 minutes)</u> - Let students discuss in groups: <i>Which of three national parks would you like to visit? Why?</i> - <i>Listen to each group and give more ideas</i> <u>Homework: (3 minutes)</u> - <i>Remind of something about national parks</i> - <i>Ask students to summarize some main information of three parks</i>	G1: I'd like to visit Cuc Phuong because I want to know the 1,000 year- old tree and it's a cheap tour. - Listen and copy	
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Lesson Plans : English 10

I. Objectives:

1. **Educational aim:** Students should know how to express an excursion

2. Knowledge:

- General knowledge: By the end of the lesson, students can talk about the plan of an excursion and express something happened or not in the past
- Language: Words used to express the actions happened or not in the past of the Conditional Sentence
- New words: Words related to forests, mountains, plants, animals etc.

3. **Skill:** Fluency in speaking about the plan of an excursion

II. Method: Intergrated, mainly communicative

III. Teaching aids: textbook, some pictures of national parks

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Warm-up: (5 minutes)</u> - Ask some questions: * Who often have summer holiday with your family or friends? * What do you often prepare for your trip? - go around and listen to them <u>Pre-speaking: (10 minutes)</u> - Let students work in groups and combine the things in column A with the corresponding in column B - Ask students to speak the sentence using “so” to combine two clauses - Go around and remark - Explain some new words: + go by = means of transport + go on foot = to walk + a fine (n) = you have to pay money for breaking the transport regulations + poisoning (a): things are harmful to health + luggage (uncountable noun) :	- Practise answering the questions - Answers can vary - We often prepare food, drinks, tents... - Work in groups and speak out the sentences 1.F: They went Huong pagoda by coach so most of them got car-sick. 2.C: They did not bring enough food and drinks so they got lost. 3.h-4.g-5.b-6.c-7.a-8.a - Listen and give more examples + Huong often goes to school by bike, but Nam goes there on foot. + The police will give you a fine if you drive a car too fast in city. + Don't eat this food because it's poisoning. - Read in chorus and make more sentences - Listen and write down	

Lesson Plans : English 10

something you prepared for the trip - Let students read and copy in their notebooks <u>While-speaking: (15 minutes)</u> - Explain the use of the Conditional sentence type 3. It's used to wish something had or hadn't happened in the past Ex: Tom was very lazy. He didn't pass the exams last year. <i>If Tom hadn't been lazy, he wouldn't have failed exam.</i> - Let students use ideas in task 1 to talk about what they wish had or hadn't happened -- Listen to each pair and help them speak well <u>Post-speaking: (10 minutes)</u> - Ask students to work in groups to give more situations they wish they had or hadn't done in the past - <i>Model:</i> A: Did you go to Huong's party last Sunday? B: Sorry! I didn't go to her party because I was ill. A: If you hadn't been ill, you would have gone to Huong's party. <u>Homework: (1 minutes)</u> - Ask students to do exercises in workbook	- Write the form: If S + had + P2, S + would have + P2 - Practise speaking + They went by coach so most of them got carsick. - If they hadn't gone by coach, they wouldn't have got carsick. + They didn't bring enough food and drinks so they got lost. - If they had brought enough food and drinks, they wouldn't have got lost. - Work in groups and then each group give their situation A: Did you get good mark at Maths last year? B: No, I didn't. A: If you had worked hard, you would have got good marks. - Write down	
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Unit 11: National parks

Period 67

Lesson 3 : Listening

I. Objectives:

1. **Educational aim:** Students should know about National parks and other forest in the country and in the world
2. **Knowledge:**
 - General knowledge: By the end of the lesson, students learn about forests, trees, animals, mountains...
 - Language: Words related to forests
3. **Skill:**
 - Listening and answering the questions
 - Listening and filling the suitable words in the blank

II. Method: Intergrated, mainly communicative

III. Teaching aids: pictures of national parks in Viet Nam and in the world

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Warm-up: (5 minutes)</u> - Ask some questions about national parks in Viet Nam * Can you name some national parks in Viet Nam? * Have you ever visited one of them? * What is it famous for?	- Their answers can vary - They are Cat Ba, Cat Tien, Cuc Phuong, U Minh... - Yes, I have. I've visited Cuc Phuong. - It's famous for the 1000 year-old tree - Practise speaking in roles	

<u>Pre-listening:</u> (10 minutes) - Let students work in pairs to answer some questions - Go around and listen to them - Let students read some words which they will hear from the tape - Explain new words in Vietnamese if they do not understand <u>While-listening:</u> (20 minutes) Task 1 - Ask students to listen and fill in the missing information - Let them listen to the tape (1-3 times) - Give some questions: 1. When was it officially opened? 2. Where is it located? 3. How many visitors did they visit Cuc Phuong in 2002? - Listen and remark Task 2: - <i>Let students listen again and</i>	A: Where is Cuc Phuong national park? B: It's in the South West of Hanoi. A: What is the area of the rainforest in Cuc Phuong national park? B: It contains over 200 square km of rain forest... A: When is the best time to visit it? B: It is during the dry season, from October to April when rainy season is over... - Read in chorus + threatened and endangered species - flora – attack – fauna – enemy – ethnic minority - Ex: ethnic minority: tiny minority – Muong, Meo, Ede... are Vietnamese ethnic minorities. - Read carefully sentences given before listening - Practise listening to the tape (3 times) and work in groups to speak out the missing words + It was officially opened in 1960. + It is located about 160 km South of Ha Noi. + It was nearly 100,000 visitors... - Listen to the tape again and try to remember what they've heard - Practise speaking sentences - A: How many provinces does Cuc Phuong belong to? B: It belongs to three provinces: Ninh Binh, Hoa Binh, Thanh Hoa - A: How far is it from Ha Noi to Cuc Phuong? B: It's about 160 km. - A: What do many people come to Cuc Phuong for? B: They come there to see the work being done to protect endangered
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Lesson Plans : English 10

<i>answer the following questions</i> - Ask students to listen again (1 time) - Let students practise speaking what they have heard - Go around, listen and remark if necessary	species... A: When did Nguyen Hue defeat the Qing invaders? (Thanh enemies) B: He defeated them in the Spring of 1789. A: What do Muong ethnic minority in Cuc Phuong live mainly on? B: They live mainly on bee keeping and farming. - Work in groups and then each group give their speakings A: Where is Cuc Phuong? B: It is in Ninh Binh A: What is the area of rainforest? B: It's about over 200 square kilometres. - Listen to the teacher and write down
<u>Post-listening:</u> (7 minutes) - Ask students to practise speaking something about Cuc Phuong with suggested words + Where? + Area of rainforest? + How many visitors/ in 2002...? + When/ Nguyen Hue/ defeat...? - Listen to each group and remark <u>Homework:</u> (3 minutes) - Ask students to summarize the listening passage - Write a short paragraph about Cuc Phuong National Park	

Unit 11: National parks

Period 68

Lesson 4 : writing

I. Objectives:

1. **Educational aim:** Students should know how to write a letter of invitation or refusal

Lesson Plans : English 10

2. Knowledge:

- General knowledge: By the end of the lesson, students learn to write the form of a letter which says about an invitation or a refusal to do something
- New words: Words or phrase-words used in writing a letter

3. Skill: Writing a letter of invitation or refusal

II. Method: Intergrated, mainly communicative

III. Teaching aids: textbook, some cues, some individual information

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Warm-up (5 minutes):</u> - Give some questions: * Have you ever written a letter? * How often do you write it? * Who do you often write to? <u>Pre-writing: (10 minutes)</u> Task 1 - Let students read some common ways of accepting or refusing an invitation+ Ways of acceptings: - Yes, I'd like to/ love to - Yes, that's a great idea. - Yes, I'd be delighted to + Ways of refusing: - I'm afraid I can't come because... - I'd love to, but... - I'm sorry I can't because... - Ask students to read these sentences and give more situations to understand them well before filling the letters	- Answer the questions: - Yes, I have. - Once a month - My brother/sister... - The answer can vary - Read and find the suitable notes with letters - Give more examples: A: Would you like to go out with me tonight? B: I'm afraid I can't because my mother is ill. A: Would you like to join the trip tomorrow with us? B: yes, I'd be delighted to. - Practise filling in the blank Letter 1: I'd like/love to Letter 2: I'm sorry I can't because ... (I'd love to but...) Letter 3: I'd be delighted to - Read silently and work in groups to make a full letter 1.d: Thank for your letter 2.e: It's lovely to hear that you are going to spend the next weekend in the country 3.c: I would really like to come 4.a: you know how much I love spending	

- Ask students to fill the suitable sentences in the blanks of some letters - Listen and remark <u>While-writing: (15 minutes)</u> - Let students read all sentences and then rearrange the following sentences to make a letter - Listen to each group and remark if some of them do not understand <u>Post-writing: (10 minutes)</u> - Ask students to practise writing a letter accepting or refusing an invitation from a friend - Listen and help students correct some mistakes if they've made	a weekend in the country after a long and hard term 5.f: I will catch the usual train on Friday evening 6.b: Give my best regards to your parents and hope to see you soon - Work in groups: each group writes a letter and then speak out - One student writes on the board as a model Dear huong, Thank you for your invitation to visit Keo pagoda. I'd like to but I cannot because I'm very busy revising all the lessons for my first term. Let's go another time. Love, Nam - Retell some main points - Listen to the teacher and write down	
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Lesson Plans : English 10

Homework: (1 minutes) - Remind of how to write a letter accepting or refusing an invitation - Write a letter as they have made		
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Unit 11: National parks

Period 69

Lesson : Language focus

I. Objectives:

1. **Aim:** Students can pronounce 2 sounds /t/ and /d/ and understand how to use Conditional sentence type 3 correctly

2. Knowledge:

- General knowledge: By the end of this lesson, students will be able to:
 - Distinguish the sounds /t/ and /d/
 - Use Conditional sentence type 3 appropriately

- New words: words related to sounds /t/ - /d/

3. **Skill:**
- Pronounce the sounds: /t/ - /d/ correctly
 - Grammar: Conditional sentence type 3

II. Method:

III. Teaching aids: Textbook, tape, cassette player, handout

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	
Pronunciation: (10 minutes) + Listen and repeat * Pronouncing the two sounds separately: - Model the two sounds twice or three times - Pronounce the sounds and ask students to repeat - Ask students to practice	- Listen to the teacher - Read in chorus first, then read individually	

Lesson Plans : English 10

pronouncing the sounds in chorus and individually - Give feedback * Pronouncing words containing the sounds: - <i>Read the words in each column all at once</i> - Read the words once again, each time with a word in each column to help students distinguish the differences between the sounds in the words - Read the words and ask students to repeat them - Ask students to practice pronouncing the words in pairs - Go around to provide help - Ask students to pronounce the words - Give correction if necessary + Practise these sentences - Read all the sentences and ask students to underline the words with the sounds and write /t/ or /d/ under them - Ask students to practice the sentences in pairs - Go around and help students - Call some students to read the sentences aloud - Give feedback <u>Grammar:</u> (34 minutes) Conditional Sentence Type 3 a. Presentation: - Ask students to go to the board and write down the form of conditional sentence type 3 (as they have learnt this in the speaking lesson) - Call some students to tell the class about the meaning and use of Conditional sentence type 3	- Listen to the teacher - Distinguish the sounds - Repeat in chorus - Work in pairs - Underline the words with the sounds /t/ or /d/ - Work in pairs - Listen to their friends' reading - Write on the board If – clause , main clause (Past simple) (would have + P2) - Expresses an action which didn't happen in the past	
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Lesson Plans : English 10

- Can do a quick revision if students forget b. Practice: Exercise 1 and Ex2 - Ask students to do exercise 1 and Ex2 - Ask students to do the task individually first - Then ask students to compare their answers with a partner - Go around to provide help if necessary - Call 2 students to go to the board to write their answers - Ask the whole class for self correction and peer correction - Correct mistakes - Give correct answers Exercise 2 1. If the driver in front hadn't stopped so suddenly, the accidents wouldn't have happened. 2. If I had known that Lam had to get up early, I would have woken him up. 3. If Hoa hadn't lent me the money, I wouldn't have been able to buy the car. 4. If Mary hadn't been wearing a seat belt, she would have been injured. 5. If you had had breakfast, you wouldn't be hungry now. 6. If I had had some money on me, I would have got a taxi. Exercise 3 - Ask students to do exercise 3 in pairs. - Ask students to compare their answers with another pair - Call on some students to read out	- Do the task individually - Work in pairs <u>Keys:</u> Exercise 1 1. had known 2. had had 3. would have gone 4. would have passed 5. could have enjoyed 6. had known 7. had stopped 8. had killed - Work in pairs - Compare the answers - Listen to their friends - Correct mistakes - Copy down	
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Lesson Plans : English 10

their answers - Correct pronunciation, mistakes - Give suggested answers 1. If I had been working at the restaurant last night, I would have waited on your table. 2. If they had been paying attention, they would have seen the sign marking their exit from the highway. 3. Carol would have answered the phone if she hadn't been studying. 4. If the sun hadn't been shining, we wouldn't have gone to the beach yesterday. 5. If the music hadn't been playing loudly at the restaurant, I would have heard everything Mr Lee said during dinner. <u>Homework: (3 minutes)</u> - Ask students to do exercise in workbook at home - Ask students to write 5 sentences using conditional sentence type 3 - Ask students to prepare Unit 12 at home	- Listen to the teacher and write in notebooks	
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Unit 12 : music

Period 73

lesson 1: Reading

I. Objectives:

1. **Educational aim:** students should know about some types of music and the role of music in our lives

2. **Knowledge:**

- General knowledge: By the end of the lesson ,students will be able to understand more specific information about music

- Language: Students read and talk about music

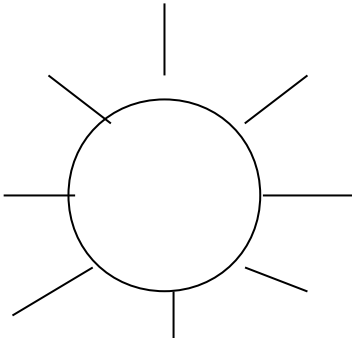
- New words: Words related to music :communicate, lull ,mournful ,integral...

3. **Skills:** Guessing meaning in context, scanning for specific information and passage comprehension

II. Method: Integrated, mainly communicative

III. Teaching aids: Textbook, some photos of music

IV. Procedure:

<i>Teacher's activities</i>	<i>Students' activities</i>
Warm-up: (5 minutes) - Ask students close the book -Ask students look at the board with chart  - Let students find some music they have know - Lead in : today we are learn about music Before you read : (7 minutes) - Ask students work in pairs and read aloud the types of music in column A	- Students notice teacher introduce and guide -Find some music they have ever know -Some music: Pop , Jazz ,rock ,classical music..... - Listen to the teacher and open the book – Unit 12, part A: reading - Look at the book, listen to the teacher and work in pairs:

Lesson Plans : English 10

and match with its description in column B - Go around and help if necessary - Ask students to give the answers - Listen to students and correct pronunciation and grammar if necessary _Keys: 1b ,2 e ,3d ,4a, 5c <u>While you read</u> : (23 minutes) - Ask students to look through the passage and read in silence - Help students read the passage - Explain pronunciation and meaning of new words which appear in the passage - Ask students to read loudly the difficult words in chorus <u>Task 1</u> : - Ask students to do task 1 - Let students work individual or in groups - Help students if necessary Keys: 1.communicate 2.lull 3.delights 4.integral part 5.solemn 6.emotion 7.mournful <u>Task 2:</u> - Ask students to read the passage again then answer the questions - Ask students to answer the following questions - Ask students look through the passages then try to answer the questions in right way - Let them work in pairs - Help students if necessary (the answers in the passage)	_discuss and give correct answers - Listen to the teacher - Ask some new words if necessary - Keep the book open - Listen to the teacher then do task 1 - Ask the teacher if necessary - work individual or in group - Write down in the notebook Listen to the teacher - Try to answer the questions Keys : 1.Language and music (line2) 2.It can express ideas ,thoughts and feelings(lines3-6) 3.It adds joyfulness to the atmosphere of a festival and makes a funeral more solemn and mournful(lines9-11) 4.It makes people happy and excited. It delights the senses (lines13) 5.It is a billion –dollar industry (14) - Listen to the teacher - The students who are called to stand up to talk loudly are intelligent ones
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Lesson Plans : English 10

<u>After you read : (8 minutes)</u> - Ask students to work in groups to discuss the two question in the book 1. <i>How many roles of music are mentioned in the text?</i> 2. <i>In your opinion ,which of the roles of music is the most important?</i> -Go around to help the groups when necessary -Call on some groups to answer the question - Listen to students and correct mistakes <u>Home work: (2 minutes)</u> - Ask students to do Reading exercise of Unit 12 in workbook and prepare Part B : Speaking at home	- Listen to the teacher and write down homework
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Unit 12 : music

Period 74

lesson 2: speaking

I. Objectives:

1. **Educational aim:** Students should know how to talk about favorite kinds of music

2. Knowledge:

- General knowledge: Students could understand about kinds of music
- Language: asking and answering questions about music
- New words: words related music

3. **Skills:** talking about favourite kinds of music

II. Method: integrated, mainly communicative

III. Teaching aids: pictures

IV. Procedure:

<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>Warm-up: (5 minutes)</u> - Ask students to keep book close - Ask students the questions: 1. Do you like music?	- Keep books close - Listen to the teacher - Answer the question	

Lesson Plans : English 10

2.What kinds of music do you like? 3.What are your favourite band? -.Today we are going to learn more about kinds of music (We learn Unit 12, part- speaking) Pre-speaking : (12 minutes) Task 1 - Ask students to read and answer the question about Ha Anh - Let them work in pairs -Call on some students to give their answer in front of the class - Listen to students and correct mistakes While-speaking : (15 minutes) Task 2 -Ask students to ask the questions to get information to complete the table in the task 2 - Let them work in groups - Walk round and help them - Ask some students to stand up to talk again loudly - Listen and correct mistakes Post-speaking : (10 minutes) Task 3 - Ask students to close books - Ask students to tell the classmates about their favourite music - Walk round and help them - Let them work in groups - Ask some students to stand up and tell loudly - Listen and correct mistakes Homework: (3 minutes) - Ask students to do part B in the workbooks - Ask students to prepare Part C- Listening and do homework	1.Yes, I like 2.pop music 3.The Backstreet Boys -Do the task 1 in pairs -Answer the questions -Keys:1.She likes pop music 2.Because it keeps her happy 3.The Backstreet Boys 4.She listens to music all the time - Look at student's book - Listen to the teacher - Ask and answer about kinds of your favourite music A: What kinds of music do you like? B: I like rock music A: why do you like it? B: Because it is relaxing - Close the books - Listen to the teacher - Do task 3 - Work in groups - The students are called stand up and tell loudly - Listen to the teacher - Write down the homework
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Unit 12 : music

Period 75

lesson 3: Listening

I. Objectives:

Lesson Plans : English 10

1. **Educational aim:** Students should know much about a famous composer in Viet Nam

2. **Knowledge:**

- General knowledge: By the end of the lesson Students will be able to listen to get specific information about composer Van Cao

- New words: Words related to music

3. **Skills:** - Comprehension questions

- Listening and deciding on True or False statements

II. Method: Intergrated, mainly communicative

III. Teaching aids: Student's book, pictures showing a picture of Van Cao

IV. Procedure:

<i>Teacher's activities</i>	<i>Students' activities</i>	
Warm-up: (5 minutes) - Ask students to close the books - Ask students some question about Van Cao 1. <i>What song do all students always sing on every Monday morning?</i> 2. <i>Do you know who the composer was?</i> - If you want to know more details about composer Van Cao. we will go to Unit 12- part Listening Pre-listening: (7 minutes) - Ask students to look at the part: Before listening - Let them work in pairs and make questions - Walk round, listen and help students - Read loudly the words: sweet and gentle , rousing , exciting , boring , lyrical, solemn - Ask students to repeat loudly the words - Listen and check pronunciation While-listening: (20 minutes) Task 1 - Ask students to read and explain 5 statements in task 1 - Explain some words or phrases	- Close the books - Listen to the teacher -answer the questions 1, Tien Quan Ca 2. It is Van Cao Listen to the teacher and answer the question: <i>Van cao's songs: suoi mo, tien quan ca, truong ca song lo, lang toi</i> - Listen to the teacher and repeat - Look at the books - Listen to the teacher - Read the statements in task independently - listen to the tape carefully and do the task -<u>Keys</u>: 1F-2F-3T-4F-5F	

Lesson Plans : English 10

which students can't understand - Ask students to listen to the tape twice and do task 1 - Ask 2 students to give their answer on the board - Correct the answers then explain them Task 2 - Ask students to look through the questions in task 2 - Ask students to listen to the tapescript again and answer them - Ask students to give reasons for their answers Key: 1.It is "my favourite Musician" 2.tien quan ca 3.It is hard and solemn ;It makes him feel great proud of his country After-listening: (10 minutes) - Ask students to open the books - Ask them to discuss the idea of Quang Hung about Van Cao's music - Let them work in pairs - Walk round and help students - Ask some students to stand up and retell their opinion to the class - Listen and correct mistakes Homework: (3 minutes) - Ask students to write a story about composer Van Cao - Remember them to prepare Part-Writing at home	- Keep book open - Look at the questions and ask teacher some new words if necessary - Listen to the tapescript - Keep book open and listen to the teacher - The students who are called stand up and talk their idea about Hung's idea about Van Cao's music - - Listen to the teacher and write down homework	
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Unit 12 : music

Period 76

lesson 4: writing

I. Objectives:

1. **Educational aim:** Students should write a profile
2. **General knowledge:** Students learn how to write a profile based on prompts provided
 - Language: The simple past of verbs and the connectors often used in a profile
 - New words: Words related to music
3. **Skills:** Writing a profile

II. Method: Intergrated, mainly communicative

III. Teaching aids: Student's book, notebook,

IV. Procedure:

<i>Teacher's activities</i>	<i>Students' activities</i>
<u>Warm-up: (5 minutes)</u> - Ask students to keep book close - Ask students some words given 1.Name: Boston 2Date of birth : 12/2/1969 3,Place of birth :England 4.Major achievement 5.Date of death :22/3/1997 -Ask students if they see some information of someone -Ask: <i>what does these information call?</i> - Check and explain them to the class: In order to understand them we learn part Writing <u>Pre-writing: (10 minutes)</u> - Ask student to read the prompts in task 1 - Explain some new words - Ask students to look through the	- Keep book close - Listen to the teacher and answer the questions -The answer may be various Read the prompts - Ask the teacher if necessary - Do the task 1 - Work in groups

Lesson Plans : English 10

passage again and find all the verbs that are used in the past simple and the connectors (time expression) - Let them work in groups - Walk around, check and help students Key: 1.He learnt to play music when he was young. 2.Scott learnt to play the works of composers like back, Beethoven and Mozart as well as to compose music 3.He quickly became famous 4.his tunes were wonderful mixture of classical European and African beats which were known as Ragtime 5.All in all ,he wrote 50 piano rags and was called the King of Ragtime 6.he died in 1917 While-writing: (18 minutes) Task 2 - Ask students to do task 2 - Let students work individually - Walk round and help students Post-writing: (10 minutes) - Give suggestions and corrections - Ask students to read their profile - Ask some students to read loudly their narratives - Correct mistakes and mark Homework: (2 minutes) - Ask students to do part writing of Unit 12 in the student's work book and prepare part Language Focus	Do task 2 in groups - Use the prompts to write about the life story of Van Cao -Work individually -Give writing-products Listen to the teacher - Finish the profile - Some students read loudly their products in front of the class - Listen to the teacher and write down homework
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Unit 12 : music

Period 77

lesson 5: Language Focus

I. Objectives:

1. **Educational aim:** Students can pronounce 2 sounds /s/-/z/ and understand how to use “to +infinitive” correctly

2. **Knowledge:**

- General knowledge: By the end of this lesson, students will be able to:

* Use to+ infinitive to express purpose and make Wh-questions appropriately

* Distinguish the sounds /s/-/z/

- New words: Words related to pronunciation /s/ - /z/

3. **Skills:** -Pronounce the sounds: /s/-/z/

II. Method: Intergrated, mainly communicative

III. Teaching aids: Student’s book, pictures showing some famous musician, hand outs

IV. Procedure:

<i>Teacher’s activities</i>	<i>Students’ activities</i>	
<u>Pronunciation: (10 minutes)</u> - Ask students to look at their books then introduce to them *<u>Listen and repeat</u> : - Read loudly then ask students to repeat	- Open the books - Look at : Listen and Repeat - Repeat the words in chorus then individual	

Lesson Plans : English 10

- Introduce : /s/ - /z/ - Correct pronunciation for the students * <u>Practise these sentences</u> - Read the sentences loudly - Ask students to repeat - Correct pronunciation for students <u>Grammar:(34 minutes)</u> -“to + infinitive to express purposes -write some sentences on the board and underline the “to+ infinitive” + She gets up early morning <u>to cook</u> breakfast for her family +I listen to classical music <u>to feel</u> relaxed -Ask students to comment on the use of “to+ infinitive” in these examples -Help students to use of “to+ infinitive” is to express purposes -Ask some students give some similar examples - Introduce exercises to the students <u>Exercise 1: (15 minutes)</u> - Ask students to do Exercise 1 - Introduce how to do it - Let them work in pairs - Walk round, check and give mark <u>Exercise 2 (8 minutes)</u> - Introduce Exercise 2 to students and explain how to do it - Ask students to do it - Let them work individually - Check, correct mistakes <u>Exercise 3: (11 minutes)</u> -Call on some students to make up some wh-questions and write them on	- Look at Practise the sentences - Listen to the teacher then repeat in chorus then individual - Listen to the teacher -write down their notebook -give some examples - Listen to the teacher and do exercise 1 Key: 1to tell her the good news 2,to buy a cassette player 3,to win the singing contest 4,to sing French songs 5,to set a good example for the class - Listen to the teacher and do exercise 2 -Keys :1 to read 2.to buy 3.to post 4.to invite 5.to learn - Listen to the teacher - Write down -Take note quickly -Do the exercise 3
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Lesson Plans : English 10

board -Elicit question words and how to make wh-questions - Introduce Exercise 3 to students and explain how to do it - Ask students to do it - Let them work individually - Walk round and help them - Check, correct mistakes , give reasons and mark Homework : (2 minutes) Ask students to do Part Language Focus and prepare part Reading of Unit 13 at home	Key: 1,What will you if it rains? 2,What sort of music does your family enjoy listening to? 3,When did he leave for Ho Chi Minh city? 4,Who wants to talk to you? 5,How did you spend the evening last night? 6,When does the film start? 7.Who is your favourite musician ? 8.Why do you like pop music? - Listen to the teacher and write down	
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Unit 13: Films and cinema

Period 78

Lesson 1:Reading

Lesson Plans : English 10

I. Objectives:

1. **Educational aim:** Students should know more about the development of the cinema from the old silent films to musicals

2. Knowledge:

- General knowledge: - Through this unit, students know the history of the cinema and some kinds of films

- New words: Words related to films and cinema

3. **Skills:** Reading for identifying the main idea and specific information

II. Method:

Intergrated, mainly communicative

III. Teaching aids:

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>
Warm-up: (4 minutes) - Hang the picture of a theatre on the blackboard and ask some questions: <i>a. What do you see in the picture?</i> <i>b. What do you call people who are watching film in the theatre?</i> <i>c. Have you ever been to the cinema?</i> - There are many things about films and cinema that we want to say. Today, we'll study a new lesson Unit 13- Reading Pre-reading: (7 minutes) - Ask students some questions: 1, Do you want to see a film at the cinema or on TV ? why? 2, Can you name some of the films you have seen? 3, What kind of films do you like to see? why? - Ask students to read through the passage and find some new words + motion: the act of moving + still (a): silent + spread (v): to extend over a place + audience (n): viewers - Let students read and copy in their notebooks While-reading: (20 minutes) You are going to read about the history of cinema.	- Look at the picture - Answer the questions <i>a. there are many people watching film</i> <i>b. Audiences</i> <i>c. Yes, I have</i> - Listen to the teacher and answer the questions - The answers are various - Read individually - Listen to the teacher and write down - Read in chorus - Listen to the teacher - Read the passage and underline new

Nguyen Thi Hoa

Teachers
Headmaster
Headmistress

Students
Classmaster
Friends
Close - friends
Friendship

Subjects
Geography
Chemistry
English

Sports
Football
Jogging

Teacher:
Problems at school
Live far from school
Students cheat in exams

Lesson Plans : English 10

-Make the class read the small talks, to scan the details and do the tasks Task 1 : -Ask students to read a passage about history of cinema ,and then underline those words which match with the definitions on the right column in the task 1 - Firstly, ask students to study individually then in pairs - Walks around the class, offer ideas and comments when students need help -Call on some students to explain their answer in front of the class - Give suggestions Task 2 - Work in pairs, read the small talks again and answer these questions - Ask students to work individually then work in pairs - Walk round the class and comments when students need -Check the answer in front of the class as a whole -Give correct answers Task 3 : - Ask students to read all questions to understand the content and find the most suitable title for it. - Ask students to work with a partner - Walks around the class to help students whenever they need -Give correct answer -Keys: B Post-reading: (12 minutes)	words -Try to guess the meanings of the words -Listen to their friends' answers -Listen to the teacher and correct -Keys:1,cinema 2,sequence 3,decade 4,rapidly 5,scene 6,character -Read passage again -Work individually -Answer the questions Keys 1,In the early 19th century(line1) 2,At that time the scientist discovered that when a sequence of still pictures was set in motion ,they could give the feeling of movement 3.No, they did not 4,in the early 1910s 5.at the end of the 1920s 6,The musical cinema -Read carefully and give the answer -Work in group and discuss -two students present in front of the class
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Lesson Plans : English 10

- Let students work in groups to talk about the history of cinema ,using the dates:19thcentury ,1905, 1910s,1920s. 1905 ,1915 - Has students work in groups and discuss - Walk around the class, listen to student's discussions and offer suggestions when necessary - Give comments - Call on some students to speak and give them feedback Homework : (2 minutes) -Ask students summarize the passage at home and prepare the next lesson	-Copy down on the notebooks
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Unit 13: Films and cinema

Period 79

Lesson 2: Speaking

I. Objectives:

1. **Educational aim:** Students are able to tell what kinds of film they like or dislike

2. Knowledge:

- General knowledge: - Through this unit, students can express their opinions about film ,using attitudinal adjectives

- Language: Ask and answer questions about the plot of a film based on prompts

3. **Skills:** Fluency in expressing opinion and expressions about favourite films

II. Method:

Intergrated, mainly communicative

III. Teaching aids:

Pictures, English textbook 10, hand-outs

IV. Procedures:

<i>Teacher's activities</i>	<i>Student's activities</i>	
Warm-up:(6 munites) - Ask students close the book and find out the adjectives describing films in groups Today, we will practice speaking about kinds of films students like Pre-reading: (5 minutes) Task 1: -Ask students to study the table and	- Listen to the teacher -Find out the adjectives -Suggested answer: interesting ,boring, impressive ,moring.. - Do the task	

Lesson Plans : English 10

tick the boxes that suit their preferences - Ask student to work individually then work in groups - Give suggestions While –speaking :(24 munites) Task 2: -Ask students to brainstorm all the adjectives that can be used to describe films -Introduce the structures <i>Sb find st/sb +adj</i> - Ask students to work individually then in pairs - Walk around the class to help student when necessary - Check and give suggestions - Ask student to practise it with a partner - Corrects students' pronunciation if necessary Task 3: - Ask students to read all words in the box and do task 3 - Introduce the structure: "<i>prefer st to st</i>" -Give the meaning of some words when necessary - Ask students to work individually then work in pairs - Walk around the class to help students when necessary - Check and give suggestions - Ask students to practise this conversation - Correct their pronunciation when necessary Post-reading: (13 minutes) Task 4: - Ask students to work in pairs and answer the question in the task 4 - Walk around the class and help all	-Compare the answers with their partners -Listen to the teacher -Answer : amusing , exciting,boring..... - Do the task -Compare the answer with the partners - Do task 3 - Work in pairs - Give answers: - Do task 4 - Work in groups -Ask the teacher if necessary -Some groups present their answer in front of the class -copy in their notebooks
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Lesson Plans : English 10

students when necessary - Ask students to present the conversations - Give comments Homework (2 minutes): - Write about the film their like and prepare the next lesson		
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Unit 13: Films and cinema

Period 80

Lesson 3: Listening

I. Objectives:

1. **Educational aim:** Students should know how to talk about plans for next week

2. Knowledge:

- General knowledge: Students listen for the main idea and filling in the table

- Language:

- New words: Words related to films

3. **Skills:** Listening for gist and for specific information

II. Method: Intergrated, mainly communicative

III. Teaching aid: Pictures showing kinds of film ,tape,.....

Lesson Plans : English 10

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	
Warm-up : (4 minutes) - Ask the students question : - What do you do in your free time? - Lead in: we are going to listen to the dialogue between Lan and Huong talking about their plans for next week Pre-listening : (6 minutes) - Let students tick in the right column that best reflect their answer - Go around and remark While-listening: (24 minutes) Task 1: Ask students to listen to conversations - Let students observe the pictures and make some questions - Listen to each pair - Let students listen for three times - Check the answer in front of the class as a whole Task 2: Ask students to listen again and write down the girl's plans in notes forms, not full sentences - Let students read the questions first and quickly- work in pairs - Let students listen again 3 times and ask them to discuss in groups to answer the questions - Listen to each group and remark Task 3: - Ask students to listen again and find out the day they can meet. - Listen and correct if necessary	- Listen and answer - I often go to the cinema/go dancing/listen to music.....in free time. - listen to the teacher - Work in pairs and each pair works in role - Listen to the teacher - Look at the picture in the book and guess before listening - Key: They are planning to go to see "the Titanic" - Listen carefully - Work individually - Give correct answers - Listen to the dialogues and then work in groups and give their answers - work in group and discuss -	

Lesson Plans : English 10

Key: Tuesday(because they are both free on Tuesday) After-listening: (10 minutes) - Have students sit in groups and summarize the conversation between the two girls,basing themselves on the note they have taken for task2 - Go around and help if necessary -Call on some students tell the class again -Give comments Homework: (2 minutes) - Ask students to write about 100- 150 words about their plans in the future	- Listen and copy in their notebooks
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Unit 13: Films and cinema

Period 81

Lesson 4: writing

I. Objectives:

1. **Educational aim:** Students know how to describing a film they have seen ,based on prompts

2. Knowledge:

- General knowledge: Students can write a passage describing a film
- Language: Words related to films

3. **Skills:** Describing a film

II. Method: Interagrated, mainly communicative

III. Teaching aids: Some models, hand outs ,pictures

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>
Warm-up : (4 minutes) -Ask some questions: 1.Have you ever seen a film “the Titanic”? 2. What Do you know about it? Lead in : To know more about the film “the Titanic” we will learn the new lesson:Writing Pre-writing: (10 minutes) Task 1 - Let students read the passage of the titanic and answer the questions in the task 1 - Explain some new words if they do not know - Go around to help students to answer the task -Check the answers with the whole class While-writing: (20 minutes) Task 2 - Ask students do the task2 _Ask students to gather and organizing ideas for their paragraph -Let students write their paragraph for 10 minutes -Ask students to exchange their paragraph with a partner -Go around helping and collecting typical errors Post-writing: (10 minutes) - Let students write on the board or in the papers - Go around and remark - Ask 2 or 3 students who may be good at English to write on the board – Give general comments and remark Homework: (2 minutes) - Describing a film they have seen and prepare the next lesson	- Observe and work in pairs to answer - Answer the question -Listen and do the task 1 -Each pair ask and answer -Key:1.Type: Love story film 2.Filming place: The true story of the Titanic disaster in 1912 3.Main characters: Jack and Rose - Listen to the teacher -Write their paragraph down -Compare with the partners - Some students read aloud the form of someone - Listen and check themselves - One student of one group reads aloud the paragraph - Discuss and correct mistakes themselves - Listen and copy

Unit 13: Films and cinema

Period 82

Lesson 5: Language focus

I. Objectives:

1. **Educational aim:** Students know how to spell two syllables /f/ and /v/ in a word or a sentences

2. Knowledge:

- General knowledge: Students can Use attitudinal adjectives to describe a film
- Language:
- New words: Words related to films

3. Skills:

- Pronunciation: /f/ - /v/
- Grammar: - Use attitudinal adjectives to describe films or to express their opinion about particular films
 - Use the structure *'It was not until....that...'*
 - a /an /and the

II. Method: Intergrated, mainly communicative

III. Teaching aids: Textbook

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	
<u>I. Pronunciation(10 minutes)</u> -Model the two sounds /f/ -/v/ for a few time -Pronounce the sounds and ask students to repeat	-Listen to the teacher - Read aloud in chorus first ,then read individually	

Lesson Plans : English 10

-Ask students to practice pronouncing the sounds in chorus and individually -Give feedback +Practice these sentences -Read all the sentences and ask students to underline the words with the sounds and write /f/-/v/under them -Ask students to practice the sentences in pair -Go around and help - Let students read the sentences and work in groups - Listen and remark each group II. Grammar: (34 minutes) <u>Exercise1:</u> -Ask students do the task1 and write the adjectival forms of the verbs given -Ask students to read it quickly -Explain difficult case :”fascinate, excite ,bore” -Explain the differences between the two forms: +the-ing form has an active meaning +the-ed form a passive meaning -Go around and help -Check the answer the class as a whole <u>Exercise 2</u> -Ask students read the sentences through -Explain new words if any -Call on some students to go to the board and write the answers -Give a feedback <u>Exercise3</u> The structure: <i>“It was not until....that....”</i> _Give an example: It was not until last week that we began this program -Ask students to comment about the use of this structure -Give the use of this structure :to emphasize the commencement point of	-Underline the words with the sounds and write /f/-/v/ -Work in pair -Listen to their friends’ reading - - Listen and copy - Take note quickly -Do the task1 -Work individually -Compare with the partners -Listen to the teacher and take notes -Do the exercise3 - Some students write on the board and others check and correct mistakes - Work in their own and compare each
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Lesson Plans : English 10

an action or event -Ask students to make some sentences with this new structures -Listen and check * Exercise 4: -Ask students discuss the use of the article: a/ an /the +a+singular countable noun beginning a consonant +an+ singular countable noun beginning a vowel +the+ singular countable noun and plural countable noun, uncountable noun. Ask students to read sentences quickly and fill in the blank with a/an /the - Listen to students and help them to use articles -Keys: 1a 2the 3the 4an 5a 6a 7the 8the 9the 10a 11a 12the 13the 14an 15a 16a 17the 18a Homework: (2 minutes) - Let them do exercises in Workbook -Prepare the next lesson	other - One or two students give the correct form of verbs on the board - Write down and give more other sentences - Work themselves and each student reads sentences - Other students listen and remark each other - Copy and give more sentences - Listen and copy
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Unit 14: THE WORLD CUP

Period 83: lesson 1 :reading

I. Objectives:

1. **Educational aim:** Students can read and know about history of World Cup and make questions and answer them well
2. **Knowledge:**

Lesson Plans : English 10

- General knowledge:
- Language:
- New words: Words to football such as: elimination game, finalist, champion...

3. **Skills:** Reading for general or specific information

II. Method: Intergrated, mainly communicative

III. Teaching aids: Some photos of famous teams and some information about them

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>
Warm-up: (4 minutes) - Turn on the cassette to let students listen a famous song of the World Cup1998 and ask some questions 1.What is the name of song? 2.what is the song about? 3.Do you know any information about World Cup? - Recheck and introduce the new lesson: Pre-reading: (7 minutes) - Ask students to look at the pictures in the book and name the team -Let students work in pairs to answer the questions 1.Where was the 2002 World Cup? 2.Which team became the champion then? 3.Which team was the runner-up? - Let each student stand and speak their opinions - Go around and help them if necessary While-reading: (20 minutes) Task 1 - Let students open the book and read silently while teacher reads aloud and correctly - Ask students to read themselves and write down some information - Let students work in pairs to do the task1 Task 2 - Let students read all sentences and explain some new words if necessary -Ask students to read again and stop at the lines that contains these words to guess the meaning	- Listen to the song and try to answer the questions 1, "The Cup of life" 2,The song is about football /World Cup - Listen to the teacher and then discuss in their groups - Some students stand up and answer in roles... - Read quickly and give some sentences in the text which are in A - Predict the meaning of words - Match words A with B -Keys : 1b ,2c .3a .4e.5d - Work in pairs and complete with a word or number -Work individually

Lesson Plans : English 10

-Let students do the task individually -Call on some students to answer and explain their answers - Listen and correct if needed <u>Task 3</u> - Let students work in pairs -Read the passage again and decide the statements true or false -Ask students to do the task individually and then check their answers with a friend -Call on some students to give and explain their answers -Give corrective feedback -Keys : 1F (the World Cup was held in 1930-line8) 2F (the World Cup is held every 4 years-lines1-2) 3T(line7) 4T(lines16-17) 5F(Brazil has won, not played the WC 5 times-line17) <u>Post-reading: (10 minutes)</u> -Ask students to close their books and practise telling about the World Cup using the figures 1904 ,13 ,1930 ,17 ,32 ,2002..... - Let students read the passage quickly to find evidence from the passage to relate to these figures - Go around to check ,help and take note of students typical errors -Call on some students to talk and give feedback <u>Homework (4 minutes)</u> - Reread the passage and summary the main point (about 75 words)_	-Key:1, 13(line8) 2.32(line13) 3,Argentina(line10) 4,one (line6) 5, 26 - Read quickly and find information to compare to the sentence given: True or False? - Work in pairs, then one reads the sentence and the other corrects it - Work in groups and discuss which sentences go with the word given -Work in small groups of 3 or 4 and take turn to talk about history of the World Cup - Listen and copy
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The 13th period

Date : 13/9

Grade 10

Theme: The World Cup

Unit 14

Speaking:

Time: 45 minutes

I. Objectives:

1. Educational aim: Students should know how to ask and answer about the World Cup and to talk about World Cup winners

2. Knowledge:

- General knowledge: Ask and answer about World Cup winners

Lesson Plans : English 10

- Language: Words to speak about World Cup

3. **Skills:** expressing opinions

II. Method: Integrated, mainly communicative

III. Teaching aids: Photos of some famous football teams, textbook ,

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	<i>Notes</i>
<u>Warm-up: (3 minutes)</u> - Ask students to close the book - Give some pictures of some national teams and guess the name of each picture <u>Pre-speaking: (8 minutes)</u> Task1 - Ask students to look the pictures in the task 1 and do the task1 - Go around and listen to them <u>While-speaking: (20 minutes)</u> Task 2 - Let students open the books and ask and answer the questions about the team that was the runner-up using the table below A :Where was the first World Cup held? B : It was held in Uruguay A :which team played in the final match? B :Uruguay and Argentina - Ask students to work in pair and talk about the World Cup winner - Listen and correct Task 3 - Ask students to talk again - Ask one group to do the task as a model - Go around listening to some groups and help them if needed - Ask some pairs to stand in front of the class and practise speaking <u>Post-speaking: (10 minutes)</u>	- Close the books - Work in pairs and discuss and find out the name of each picture - Look at the picture and answer them - Read these words and work in groups - Work in groups with some cues given below - Other groups go on practicing speaking - Practice interviewing as a dialogue - Others listen and write down some information they get -Work and discuss in groups and one of this group asks and one of other answers	

Lesson Plans : English 10

- Give some information about the World Cup 2002 - Ask students to ask and answer information related to the World Cup 2002 - Listen to each group and correct or give mark if they do it well Homework: (2-4 minutes) - Let students write about the team they like - Ask students to prepare the next lesson	- work in pairs and practise speaking - Listen and write down in their notebooks	
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The 14th period

Date : 14/9

Grade 10

Theme: The World Cup

Unit 14

Listening

Time: 45 minutes

I. Objectives:

Lesson Plans : English 10

1. **Educational aim:** Students should know how to ask and say about famous football player's background

2. **Knowledge:**

- General knowledge: Students know about people's back ground
- Language: Words about people's back ground
- New words: Words related to people's back ground

3. **Skills:** Listening for general or specific information

II. Method: Intergrated, mainly communicative

III. Teaching aids: Some pictures of persons or some real information about them

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	<i>Notes</i>
Warm-up: (4 minutes) - Give some photos of football player in the world and ask 1. <i>Who is these in the photo?</i> 2. <i>Which sport does he play/ take up?</i> Pre-listening: (8 minutes) - Let students open the books and ask who is in the picture - Ask students to talk about the football player they like best - Let students read some words they'll listen then - Listen and check While-listening: (20 minutes) Task 1 - Let students read some sentences given and explain some new words if necessary - Read or let students listen first - Let students listen the second time - Check their listening - - Observe the class and listen to each group's feedbacks - Give more information if students wonder or not clear <u>Keys:</u> 1. 1940 2. joined a Brazilian football club 3. 1962 4. 1974)	- Observe the pictures and give some information about them - Work in pairs and guess the name of each picture - Read in chorus - Some students read themselves: - Read silently the sentences given before listening - Listen the first time - No, we haven't - Listen the second time and begin doing the task - Listen the third time and work in groups to fill the table	

Lesson Plans : English 10

5. retired <u>Task 2</u> - Before listening, let students read quickly some sentences they'll listen and guess some answers that will be in the conversation - Let students listen the first time: Who can guess some words? - Let students listen the second time - Let student listen the last time and let them work in groups to speak out - Listen and correct their listenings <u>Post-reading: (10 minutes)</u> - Ask students to retell something about Pele's life - Ask students to write a short passage to tell about the life of Pele after listening - Listen to each group and correct mistakes if they've done <u>Homework: (2- 4 minutes)</u> - Ask students to write a short passage about football player they like	- Each group asks and explains why they choose by some information they've listened - Work in groups and answer the questions - Work in groups and each group talk about the milestones in Pele's life - Write in groups and ask someone to speak out their writing - Other groups listen and copy some information and give some questions -Listen and take note their books	
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The 15th period

Date : 15/9

Grade 10

Nguyen Thi Hong

Lesson Plans : English 10

Theme: The World Cup

Unit 14

Writing

Time: 45 minutes

I. Objectives:

1. **Educational aim:** Students should know how to write an announcement

2. Knowledge:

- General knowledge: Students learn to write an announcement about a sport event

- Language: Words used in writing about sport events

3. **Skills:** Writing an announcement

II. Method: Intergrated, mainly communicative

III. Teaching aids: Some cues, information of someone

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	<i>Notes</i>
<u>Warm-up: (4 minutes)</u> - Ask students to close the books - Give the papers with some different announcements and match with the correct titles -then introduce the topic of the lesson,which is writing a short announcement of a sport event <u>Pre-writing: (8 minutes)</u> Task1 - Ask students to open their books - Get students to read task1 silently and answer the questions that follow -Then check the answers with the whole class <u>While-writing: (18 minutes)</u> <u>Task 2</u> - Let students read quickly taks2 - Explain some new words if necessary: - Ask some other groups to write an announcement using some cues below and -Go around and help if necessary	 - Work in pairs and matching - Some students do matching on the board -Listen to the teacher and read the task1 and answer the questions - Listen to the teacher - Read silently - Read those words and copy -Work individually - Practise writing in groups	

Lesson Plans : English 10

<u>Post-writing: (13 minutes)</u> - Ask students to read another's announcement -Call on some students to read loudly their writing -Give feedback and correct typical errors	- Each member of groups reads aloud his/ her writing - Other group appreciate and correct mistakes each other	
<u>Homework: (2 minutes)</u> - Write an announcement about something they like -Prepare the next lesson	- Listen and copy	

Lesson Plans : English 10

The 16th period

Date : 16/9

Grade 10

Theme: The World Cup

Unit 14

Language Focus

Time: 45 minutes

I. Objectives:

1. **Educational aim:** Students should pronounce /g/ and /k/ correctly and differ the use of “will” and “going to”

2. **Knowledge:**

- General knowledge: Students should use “will” to talk about unplanned intentions, and to make prediction...

- Language:

3. **Skill:** fluency in pronouncing /g/ and /k/ and use of “will” and “going to”

II. Method: Integrated, mainly communicative

III. Teaching aids: Some words related to /g/ and /k/; give mo

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	<i>Notes</i>
I. Pronunciation: (15 minutes) - Close the books! a. Introduce two syllables /g/ and /k/ - Let students practise pronouncing these words: Group, goal, club, school, weak, cup, because, compete, ticket..... - Listen and correct the syllables students read Practise these sentences b. Let students read aloud the words given and try to pronounce syllable /g/ or /k/ correctly - Listen and check for pronunciation - Ask students to listen and read after these sentences II. Grammar: (20 minutes) -Write on the board some examples	- Listen and repeat following the teacher - Work in pairs and read aloud these words then choose which words have sound /g/ and which have sound /k/ - Read in silent first - Some of each groups read aloud - Read after teacher and work in groups to find the syllable /g/ or /k/ in the word in these sentences: - Read silently and give the opinion	

Lesson Plans : English 10

containing both “will” and “going to” -Ask students to explain the differences among them when talking about future intentions -Then licit students the form ,meaning and uses of “will” and “going to” and write on the board Will : S+ will+V(without <i>to</i>) Going to : S + be+ going to+ V(without <i>to</i>) <u>Exercise 1</u> - Ask students to do exercise themselves then discuss in groups -Introduce how to do it -let them work in pairs -Walk around and check and give mark <u>-Key:</u> 1, I’ll get 2, I’m going to 3,are you going to paint? 4,I’m going to buy 5.I’ll show you 6,i’ll have 7, I will do <u>Exercise 2</u> - Ask students to remind of the use of “will” : making predictions and making offers -Ask students gives some examples - Then do the exercise2 -Call on some students go to board and write down their answers - Listen and remark <u>Exercise 3</u> - Let students read the exercise3 and do it individually - Check with the whole class <u>Homework: (5 minutes)</u> - Ask students to revise the use “will’ and “going to’ - Practise doing exercise in the Workbook	-Listen and dicuss - Students work in pairs and give the use and form of “will’ and “going to” - Some students give some examples - Do the exercise themselves - Each student of each group gives correct answers - -Work in groups and give the correct answers -Do the exercise 2 individually -Do the exercise3 and then compare with the partners’ answer - Listen and write down	
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Unit 15 : CITIEs

The 2nd period

Date : 11/8

Grade 10

Theme: Cities

Unit 15

Reading

Time: 45 minutes

I. Objectives:

1. **Educational aim:** Students should know how to talk about New York City

2. **Knowledge:**

- General knowledge: Students know about some famous cities in the world
- Language: Sentences and expression for describing city
- New words: Words related to city

3. **Skills:** Guessing meaning in context, scanning for specific information and passage comprehension

II. Method: Integrated, mainly communicative

III. Teaching aids: Student's book and pictures showing some picture about some cities in the world, etc.

IV. Procedure:

<i>Teacher's activities</i>	<i>Students' activities</i>	<i>Notes</i>
<u>Warm-up: (5 minutes)</u> - Ask students discuss and retell some famous cities in the world and give some information about them. - Let students understand more about the history of some cities, today we learn Unit 15- part A: Reading <u>Before you read : (7 minutes)</u> - Ask students to look at some well-known places in New York and match the names of the pictures in their books to work in pairs - Ask and answer questions about New York - Listen to students and correct	- Open the book - Listen to the teacher - Give the answers - Listen to the teacher and open the book – Unit 15, part A: reading - Look at the book, listen to the teacher and work in pairs: - Look at the picture - Answer the questions	

Lesson Plans : English 10

pronunciation and grammar if necessary <u>While you read</u> : (23 minutes) - Ask students to look through the passage and read in silence - Help students read the passage - Explain pronunciation and meaning of new words which appear in the passage <u>Task 1</u> : (3 minutes) - Ask students to match A with their definitions in B - Let students work individual or in groups - Help students if necessary Keys: 1D; 2C; 3E; 4A ;5B <u>Task2:</u> (4 minutes) -Ask students read the passage again and decide the statements are true or false -Go around and help if necessary -call on some students to answer -Give feedback <u>Task 3:</u> (6 minutes) - Ask students to answer the following questions - Ask students look through the passages then try to answer the questions in right way - Let them work in pairs - Help students if necessary (the answers in the passage) <u>After you read</u> : (8 minutes) - Ask students to close their books - Ask them to discuss the questions “<i>if you could visit New York, which places of interest there would you like to see? Why?</i>” -Call on the groups to tell and explain their choice - Listen to students and correct	- Listen to the teacher then read the passages - Ask some new words if necessary - Keep the book open - Listen to the teacher then do task 1 - Ask the teacher if necessary - work individual or in group - Write down in the notebook - Listen to the teacher -Do the task individually -Compare the answer with the partner’s answer - Try to answer the questions - Practice with a partner then write them down in the note books - Ask the teacher if necessary - Listen to the teacher -Discuss and give reason why . - The students who are called to stand up to talk loudly are intelligent ones	
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Lesson Plans : English 10

mistakes		
Home work: (2 minutes) - Ask students to write a passage about city they have known (80 words) - Ask students to do Reading exercise of Unit 15 in workbook and prepare Part B : Speaking at home	- Listen to the teacher and write down homework	

The 3rd Period

Date 12/8

Grade 10

Theme: Cities

Unit 15

Speaking

Time: 45 minutes

I. Objectives:

1. **Educational aim:** Students should know how to compare different cities and explain the reasons

2. **Knowledge:**

- General knowledge: Students could describe a city
- Language: asking for and giving information from a city
- New words: words related to city

3. **Skills:** State their preferences and explain the reasons

II. Method: integrated, mainly communicative

III. Teaching aids: pictures

IV. Procedure:

<i>Teacher's activities</i>	<i>Students' activities</i>	<i>Notes</i>
Warm-up: (5 minutes) - Ask students to keep book close - Ask students some questions about two cities: Hanoi and Ho Chi Minh city 1, Which city is larger in area- Hanoi or Ho Chi Minh city? 2, Which city is older? 3, Which city is hotter? - Tell students to understand more about students' daily activities. (We learn Unit 15, part- speaking)	- Keep books close - Listen to the teacher - Answer the question: 1. Ho Chi Minh city (2.095km ²) 2. Hanoi (Hanoi was found in 1010) 3. Ho Chi Minh city	

Lesson Plans : English 10

<u>Pre-speaking : (12 minutes)</u> <u>Task 1</u> - Ask students to complete each question in A with a suitable in B - Let them work in pairs - Listen to students and correct mistakes <u>While-speaking : (15 minutes)</u> <u>Task 2</u> - Ask students to ask and answer about London and New York, using the information in Task 2 - Let them work in groups - Walk round and help them - Ask some students to stand up to talk again loudly - Listen and correct mistakes <u>Task 3</u> - Ask students to compare between London and New York ,using the information in task2 - Walk round and help them - Let them work in groups - Ask some students to stand up and tell loudly - Listen and correct mistakes <u>Post-speaking : (10 minutes)</u> <u>Task4</u> -Ask students to tell about the city they prefer and give reasons -Introduce to use the structure “<i>prefer sth to sth</i>” -Go around and help -Call on some students report their preferences and explain their choice <u>Homework: (3 minutes)</u> - Ask students to write a passage about a city (50 words) - Ask students to prepare Part C-	- Look at student’s book -Listen and do the task -Work individually - Do task 2 in groups - A: when was New York founded? - B: It was founded in1624.and what about London? - C: It was founded in 43 AD - Close the books - Listen to the teacher - Do task 3 - Work in groups - The students are called stand up and tell loudly -Work in group and discuss - The students who are called to stand up to talk loudly are intelligent ones - Listen to the teacher - Write down the homework	
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Lesson Plans : English 10

Listening and do homework		
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The 4th period

Date : 13/8

Grade 10

Theme: Cities

Unit 15

Listening

Time: 45 minutes

I. Objectives:

1. **Educational aim:** Students should know about the statue of Liberty in new York

2. Knowledge:

- General knowledge: Students learn more about the Statue of Liberty

- New words: Words related to the Statue of Liberty

3. **Skills:** - Listening for specific information

- Filling in a table

II. Method: Intergrated, mainly communicative

III. Teaching aids: Student's book, picture showing the Statue of Liberty

IV. Procedure:

<i>Teacher's activities</i>	<i>Students' activities</i>	<i>Notes</i>
<u>Warm-up: (5 minutes)</u> - Ask students to close the books - Give a picture of Statue of Liberty and ask some question about it 1.what can you see in the picture 2.Do you know where it is located ? 3.What does it look like? - If you want to know more details about Statue of Liberty, we will go to	- Close the books - Listen to the teacher - Work in groups - Listen to the teacher and answer the question: - Listen to the teacher and open textbooks	

Lesson Plans : English 10

Unit 15- part Listening <u>Pre-listening:</u> (7 minutes) - Ask students to look at the part: Before listening - Let them work in pairs and answer questions - Walk round, listen and help students - Listen and check pronunciation <u>While-listening:</u> (20 minutes) <u>Task 1</u> - Ask students to look through the sentences in task 1 - Ask students to listen to the typescript carefully and decide the correct answers - Ask students to give reasons for their answers <u>Key:</u> 1.B- 2.A- 3.B- 4.A- 5.C <u>Task2</u> -Ask students to look at the task 2 and complete the missing information about the Statue of Liberty -Let students listen again more time and fill in the missing information -Call on some students to give answers <u>After-listening:</u> (10 minutes)	- Look at the books - Work in pairs - Give correct answer -Key 1,It's the Statue of Liberty 2,It's the statue of a woman 3,It's got a crown on its head 4,It's got a tablet in its left hand 5,it's holding a burning torch in its left hand 6,It's wearing a robe - Keep book open -Listen to the teacher - Read the sentences in task 1 and try to understand them - Listen to the typescript and choose the correct answers -Listen to the teacher and do the task2 -Listen again and give correct answers -Keys : <table><tr><td>Formal name</td><td>Liberty Enlightenment the World</td></tr><tr><td>Height</td><td>93m</td></tr><tr><td>weight</td><td>205tons</td></tr><tr><td>Material</td><td>Cooper,iron frame</td></tr><tr><td>The Base</td><td>Stone and concrete</td></tr></table>	Formal name	Liberty Enlightenment the World	Height	93m	weight	205tons	Material	Cooper,iron frame	The Base	Stone and concrete
Formal name	Liberty Enlightenment the World										
Height	93m										
weight	205tons										
Material	Cooper,iron frame										
The Base	Stone and concrete										

Lesson Plans : English 10

- Ask students to open the books - Ask them to tell each other what they have learned about the Statue of Liberty, using the information in the table - Let them work in pairs - Walk round and help students - Ask some students to stand up and retell the Statue of Liberty to the class - Listen and correct mistakes Homework: (3 minutes) - Ask students to write a story about Statue of Liberty - Remember them to prepare Part-Writing at home	Opening time	9:30-5:00p.m daily but Christmas day	
	-Listen and discuss		
	- The students who are called stand up and retell about the Statue of Liberty in front of the class:		
	-Listen to the teacher and write down homework		

The 5th period

Date: 14/8

Grade 10

Theme: Cities

Unit 15

Writing

Time 45 minutes

I. Objectives:

1. **Educational aim:** Students could describe a city of their choice

2. **General knowledge:** Students learn how to write a describing city

- Language: The simple present of verbs and the connectors often used in a narrative

- New words: Words related to city

3. **Skills:** Describe a city

II. Method: Integrated, mainly communicative

III. Teaching aids: Student's book, notebook,

IV. Procedure:

<i>Teacher's activities</i>	<i>Students' activities</i>	<i>Notes</i>
Warm-up: (5 minutes) - Ask students to keep book close - Ask students some following questions: 1. Have you ever been to a famous	- Keep book close - Listen to the teacher and answer the questions 1. Yes, I have. Hanoi	

Lesson Plans : English 10

city?name it? 2. What is it famous for? 3. How did you feel when you visited it? - Check and explain them to the class: Pre-writing: (10 minutes) - Ask student to read the narrative in task 1 - Explain some new words - Ask students to look through the passage again and answer the questions - Let them work in groups - Walk around, check and help students -- Help students if necessary (the answers in the passage) While-writing: (18 minutes) Task 2 - Ask students to do task 2 - Ask them to use the prompts to build up a passage about the a city in Vietnam they know well - Let students work individually - Walk round and help students Post-writing: (10 minutes) - Give suggestions and corrections - Ask students to read another's narrative - Ask some students to read loudly their narratives - Correct mistakes and mark Homework: (2 minutes) - Ask students to do part writing of Unit 15 in the student's work book and prepare part Language Focus	2. It is famous for Old quarter and Temple of Literature - It is very interesting - Listen to the teacher and open the books - Read the passage - Ask the teacher if necessary - Look through the passage again and give correct answers - Listen to the teacher -Work individually - Listen to the teacher - Finish the narrative - Read a narrative of one classmate - Some students read loudly their products in front of the class - Listen to the teacher and write down homework	
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The 6th period

Date: 15/8

Grade 10

Theme: Cities

Unit 15

Language Focus

Time: 45 minutes

I. Objectives:

1. **Educational aim:** Students should describe a city

2. **Knowledge:**

- General knowledge: Students learn how to write a passage about a city

- Language: * Non-defining vs defining relative clauses

* *Although* as a contrasting

- New words: Words related to pronunciation /θ/ - /ð/

3. **Skills:** Writing a passage about city

II. Method: Intergrated, mainly communicative

III. Teaching aids: Student's book, pictures

IV. Procedure:

<i>Teacher's activities</i>	<i>Students' activities</i>	<i>Notes</i>
<u>Pronunciation: (10 minutes)</u> - Ask students to look at their books then introduce to them *Listen and repeat : - Read loudly then ask students to repeat - Introduce : /θ/ - /ð/ - Correct pronunciation for the students * Practise these sentences - Read the sentences loudly - Ask students to repeat - Correct pronunciation for students <u>Grammar and vocabulary:(34 minutes)</u> - Introduce exercises to the students <u>Exercise 1: (8 minutes)</u> Non-defining vs defining relative clause -Let students read the example in the textbook and then present the form and meaning and use of Non-defining vs defining relative clause For example: Hanoi,which is he capital city of Vietnam,is located on the Red river -Ask students give some examples related relative clauses - Ask students to do Exercise 1 - Introduce how to do it - Let them work in pairs - Walk round, check and give mark <u>Exercise 2 (8 minutes)</u> - Introduce Exercise 2 to students and explain how to do it -explain the way of using “<i>although</i>” to connect contrasting ideas - Ask students to do it - Let them work individually - Check, correct mistake	- Listen to the teacher - Open the books - Look at : Listen and Repeat - Repeat the words in chorus then individual - Look at Practise the sentences - Listen to the teacher then repeat in chorus then individual - Listen to the teacher - Listen to the teacher and copy down -Give some examples about relative clauses -Do the exercise 1 -Compare with the partners' answers - Listen to the teacher and do exercise 2	

Lesson Plans : English 10

Homework : (2 minutes) Ask students to do Part Language Focus and prepare part Reading of Unit 16 at home	- Listen to the teacher and write down	
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Unit 16: HISTORICAL PLACES

The 7th period

Date : 16/8

Grade 10

Theme: Historical Places

Unit 16

Reading

Time: 45 minutes

I. Objectives:

1. Educational aim:

- Students know how to talk about VanMieu-Quoc Tu Giam

2. Knowledge:

- General knowledge: - Through this unit, students know more about history of VanMieu-Quoc Tu Giam

- New words: Words related to historical places

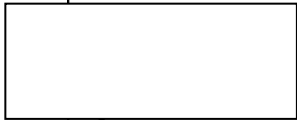
3. Skills: Reading for gist and for specific information

II. Method: Intergrated, mainly communicative

III. Teaching aids: Real objects, pictures, English textbook 10, hand-outs

IV. Procedures:

Lesson Plans : English 10

Teacher's activities	Students' activities	Notes
Warm-up: (4 minutes) - Ask some questions: <i>a. Have you visited a historical place?</i> <i>b. When was it?</i> <i>c. What do you tell about it?</i> - Ok, in order to understand more about historical places . Today, we'll study a new lesson Unit 16- part:Reading Pre-reading: (7 minutes) - Ask Students answer the question in the textbook - Walk round the class and offers ideas and comments when students need help - Conduct the correction and give the meaning of some words While-reading: (20 minutes) - Make the class read the small talks, to scan the details and do the tasks - Explain some new words if necessary Task 1: - Firstly, ask students to study individually then in pairs - Walks around the class, offer ideas and comments when - Call on some students of the words in Vietnamese - Give suggestions - Key: 1B,2A,3C,4B,5C Task 2 - Ask students to read the small talks again to answer the T/F questions in task2 - Ask students to work individually then work in pairs - Walk round the class and comments when students need Post-reading: (12 minutes) - Let students work in groups to talk about: VanMieu-Quoc Tu Giam using the	- Look at the picture - Answer the questions -The answers are various -Look at the question in the book -Try to answer them -Ask teacher if necessary -Listen to the teacher -Try to remember new words -Do the task1 -Read the passage carefully and choose the best answers -Read again and do the task2 -Keys:1F(line2-in1070) 2,T(line4) 3,F(from 11 th to 18 th century) 4,F 5T 6T -work in pair and discuss	 Teachers Headmaster Headmistress Students Classmaster Friends Close - friends Friendship Subjects Geography Chemistry English Sports Football Jogging Problems at school Live far From school Students cheat in exams

Lesson Plans : English 10

suggestions below 1. Where and when they built? 2. What were their functions? 3. What is special about the stelae there? - Has students work in groups and answer the questions - Walk around the class, listen to student's discussions and offer suggestions when necessary - Give comments <u>Homework</u> : (2 minutes) - summarise the main points - Prepare the next lesson	- Have discussion then present ideas in front of the class - Present the content of the small talks again - Listen and copy down	
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The 8th period

Date: 20/8

Grade 10

Theme: Historical Places

Unit 16

Speaking

Time: 45 minutes

I. Objectives:

1. **Educational aim:** Students know how to ask and answer question about a historical
2. **Knowledge:**
 - General knowledge: - Through this unit, students can talk about a historical place based on the given information
 - Language: Students use sentences, words, phrases and expressions for making a conversation
3. **Skills:** Fluency in expressing about historical places

Lesson Plans : English 10

II. Method: Intergrated, mainly communicative

III. Teaching aids: Pictures, English textbook 10, hand-outs

IV. Procedures:

<i>Teacher's activities</i>	<i>Student's activities</i>	<i>Notes</i>
<u>Warm-up:(5munites)</u> -ask students to match the names and places of interest in hanoi with their English translations -go around and help -Check with the whole class Today, we will practice speaking about historical places <u>Pre-reading: (8 minutes)</u> <u>Task 1:</u> -Ask and answer questions about President Ho Chi Minh's Mausoleum with partner - Give instruction - Ask student to place the expressions under the appropriate heading - Ask student to work individually then work in groups - Give suggestions <u>Task 2:</u> -Ask and answer about two historical places,Hue Imperial City and Thong Nhat Conference Hall,then practise it with a partner - Ask students to work individually then in pairs - Walk around the class to help student when necessary - Check and give suggestions - Ask student to practise it with a partner - Corrects students' pronunciation if necessary	- Listen to the teacher -Matching the names or place of interest in hanoi with their English translations -Give the answers - Work in pair - One asks ,one answers - Do the task -Ask and answer the question about the two historical places	

Lesson Plans : English 10

<u>Post-reading: (14 minutes)</u> <u>Task 3:</u> -Ask students to tell about the historical place they have been to or know about and then practise it with a partner - Give the meaning of some words when necessary - Ask students to work individually then work in pairs - Walk around the class to help students when necessary - Check and give suggestions - Ask students to practise this conversation -Ask students to present the conversation - Correct their pronunciation when necessary - Homework(2minutes): -Talk about the historical places and write it -Prepare the next lesson	- Do the task - Practise with partners - Work in pairs -Listen and copy
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The 9th period

Date : 22/8

Grade 10

Theme: Historical places

Unit 16

Listening

Time: 45 minutes

I. Objectives:

1. **Educational aim:** Students should know how to listen passage to talk about Hoi An

2. Knowledge:

Lesson Plans : English 10

- General knowledge: Students learn about the topic

- Language:

- New words: Words related to historical places

3. **Skills:** Listening for gist and for specific information

II. Method: Integrated, mainly communicative

III. Teaching aid: Pictures showing every kinds of topic to talk about

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	<i>Notes</i>
<u>Warm-up : (4 minutes)</u>		
- Ask some questions about the pictures 1. <i>What is the name of the place ?</i> 2. <i>Which places have you been to?</i> 3. <i>Which one would you like to visit most? why?</i> - Listen and give mark	- Listen and answer - Work in pairs and each pair works in role -Answers:1,Notre Dame Cathedral,Halong bay.... 2.Halong bay. 3.Halong bay.because it is really interesting and beautiful	
<u>Pre-listening : (6 minutes)</u>		
- Let students list down all what they know about Hoi An - Go around and remark	-Listen and list information about Hoi An	
<u>While-listening: (24 minutes)</u>		
<u>Task 1:</u>		
-Get students to read the questions carefully and work out what information they need to concentrate on while listening - Ask students to listen carefully and choose the correct answer - Listen to each pair - Let students listen for three times -Give correct answers	- Work individually -Give the correct answer -Keys : 1B, 2A ,3c ,4C,5 C	
<u>Task 2:</u> Ask students to listen again and answer the questions		
- Let students read the questions first and quickly- work in pairs - Let students listen again 3 times and ask them to discuss in groups to answer the questions	- Read quickly and discuss in pairs or groups to find the answers which can be listened before - Can guess what will be heard again - Work in groups and	

Lesson Plans : English 10

- Listen to each group and remark

After-listening: (10 minutes)

- Have students sit in groups and prepare the conversation or a paragraph about the ancient town of Hoi An.

- Listen and remark

Homework: (2 minutes)

- Ask students to write about 100- 150 words about the place they have been to in a few years

practise answering them

- Work in groups and talk about the ancient town of Hoi An :location, role, features ,tourist attractions...

- Listen and copy in their notebooks

The 10th period

Date : 25/8

Grade 10

Theme: Historical Places

Unit 16

Writing

Time: 45 minutes

Lesson Plans : English 10

I. Objectives:

1. **Educational aim:** Students know how to describe a chart

2. Knowledge:

- General knowledge: Students learn about the chart

- Language: Words used in a chart

3. **Skills:** Describing a chart

II. Method: Intergrated, mainly communicative

III. Teaching aids: Some models of form, real information in life

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	<i>Notes</i>
Warm-up : (4 minutes) - Show and give some kinds of form and let students practise answering the questions: - Have you ever seen a chart? - Have you read/describe? - When did you use it? Pre-writing: (10 minutes) Task 1 - Let students go on asking some questions as in warm-up - How many parts do you need when you describe a chart? - Listen and explain some new words if they do not know - Ask students answer the question in the task1 - Give correct answers While-writing: (20 minutes) Task 2 - Explain what information to describe a chart - Ask for information - Let students read quickly the task2 - Ask students to write a description of the chart provided in task 1 individually then compare in pairs, groups - Go around, and help	- Observe and work in pairs to answer - The answers can be various - Continue working in pairs - Three parts: introductory, body and conclusion. - Each pair ask and answer - Listen and write down - Listen to the teacher - Read quickly themselves - Write a description of the chart provided in task 1 - Other students discuss and compare with their	

Lesson Plans : English 10

- <u>Post-writing: (10 minutes)</u> - Let students work in group to write a description - Ask 2 or 3 students who may be good at English to write on the board - Read and write a short paragraph - Listen and remark <u>Homework: (2 minutes)</u> - Do the writing part, and prepare the next lesson	description to find mistakes if they have made and correct themselves - Change among groups - Some students read aloud the form of someone - Listen and check them - Listen and copy	
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The 11th period

Date : 25/8

Nguyen Thi Hong

Lesson Plans : English 10

Grade 10

Theme: Historical Places

Unit 16

Language Focus

Time: 45 minutes

I. Objectives:

1. **Educational aim:** Students know how to spell two syllables /3/ and /Š/ in a word or a sentences

2. Knowledge:

- General knowledge: Students learn some information to describe a chart

- Language:

- New words: Words related to a chart

3. Skills:

- Pronunciation: / 3 / - /s/

- Grammar: - Comparatives and superlatives

-Making comparisons

II. Method: Intergrated, mainly communicative

III. Teaching aids: -textbook

IV. Procedures:

<i>Teacher's activities</i>	<i>Students' activities</i>	<i>Notes</i>
I. <u>Pronunciation: (10 munites)</u> a. Give some rules of sounds: /3/ - /s/ - /s/ can stand at the beginning or between of a word Ex: shop ,English, washing... - Help students how to spell correctly by reading first as model - /3/ can stand between of a word (hardly stand behind a word) Ex: television, massage, measure.... b. Practice: - Read the words first: clearly, correctly - Listen and correct their pronunciation if it's needed - Let students read the sentences and work in groups - Listen and remark each group	 - Read and repeat - Listen and repeat from 2-3 times - Some of them stand and read words aloud - Practise in groups to find which words has sound /s/ - /3/ - Some groups compare with their results and read the words in sentences aloud - Listen and give more questions in pairs - Read the sentences in chorus aloud	

Lesson Plans : English 10

II. Grammar: Comparatives and superlatives -Give example: <i>I am taller than Mai</i> <i>She is more beautiful than her mother</i> <i>I am the oldest in my family</i> <i>He is the most intelligent boy in the class</i> - Let students give form of Comparatives and superlatives using the above examples -Ask students give some examples * Exercise 1: -Ask students do exercise 1 -Ask students work in pairs -Check up the class as a whole Exercise 2: -Ask students to read the exercise2 and put the words in the correct order to make sentences or questions Exercise 3: Let students read the sentences given and find out the mistake - Listen to students and help them to do it - Check to the whole class Homework: (2 minutes) - Remind of comparative and superlatives - Let them do exercises in Workbook	-Listen to the teacher - Work in their own and compare each other - Write down and give more other sentences -work in group and give correct answers - Work themselves and each student reads sentences - Listen to the teacher to introduce and do the exercise -Compare with the partners' answers - Listen and copy	
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